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CHILD PARENTS WELFARE BY TEACHERS

The National Parent-Teacher Magazine

JULY-AUGUST 1930

FEATURE ARTICLES

Summer Hazards

Wood Handicraft for
Boys and Girls

A Successful Partnership

The Boy Built House
Project, Seymour, Indiana

Looking Back to Denver



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July-August, 1930

Who Wrote It



How To Use It

Caroline Lawrence Dier, author of *The Builder* (page 572), has drawn the inspiration for her poems about children from her own daughter and sons, now grown to maturity. Mrs. Dier traces her enthusiasm for parent-teacher work to the days when she was first married and used to go to meetings in Mrs. Theodore Birney's home. In later years she has been president of two local associations in Denver. Maryland, Virginia, Massachusetts, Colorado; marriage, early widowhood, and re-marriage; motherhood, kindergarten study, writing—have made a full life for Mrs. Dier.

Summer Hazards (page 574) is contributed by the Committee on Safety. The author, Florence Nelson, is editor of "Safety Education," published by the Education Division of the National Safety Council. Whether your children are spending the summer in city or country, at home, at the shore, or in a camp, there are hazards peculiar to the place and the time. There are also practical ways of overcoming these hazards, as Miss Nelson has pointed out for the benefit of parents, citizens, and parent-teacher associations.

What can be done with old boxes and crates, besides using them to kindle fires? An interesting piece of constructive work—constructive in more than one sense—is described by C. M. Arthur in *Wood Handicraft for Boys and Girls* (page 578). Mr. Arthur is a member of the National Committee on Wood Utilization which was organized in 1925 by President Coolidge under the Department of Commerce, and is made up of manufacturers, distributors, and consumers of lumber who are interested in closer wood utilization and better wood-using practices.

A Successful Partnership (page 580), one of the most inspiring addresses heard at the annual convention was made by Emma M. Brown, Principal of the Skinner Junior High School of Denver. It should be read by all those who are interested in boys and girls of junior high school age and who have been doubting the effectiveness of high school parent-teacher associations. When carried on by the methods adopted at the Skinner Junior High School these associations are of enormous value.

The Boy-Built House Project, Seymour, Indiana (page 582), comes to us through the courtesy of "Better Homes in America." J. R. Mitchell, who has written this account of the attractive bungalow that his classes built and furnished, is instructor of Manual Arts, Shields High School, Seymour, Indiana.

Home (page 585), by Woodson E. Mallary is all about a yard and a garden that have been kept for children rather than for choice flowers and shrubs. Mr. Mallary lives in Macon, Georgia.

The Annual Convention of the National Congress of Parents and Teachers, held in Denver, May 17-24, is brought to our readers through reports of the conferences and classes held at the convention. There is also news of the social and recreational events of the convention, with a description of the exhibits, and an inside view of the impression made by the convention on Denver members and outside delegates. Pages 590-616.

This issue contains the 1929-1930 Index, which makes it easy for readers to refer to articles in their files of last year's magazines.

July-August, 1930

CHILD WELFARE

Official Publication, National Congress of Parents and Teachers

Published Monthly September to June, Bi-Monthly July and August, by the CHILD WELFARE CO., INC.

OFFICERS OF THE COMPANY

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Entered as Second-Class Matter, August 21, 1922, at the Post Office, Philadelphia, Pennsylvania, under Act of March 31, 1879.

Notice of change of address must be given one month in advance and must show both old and new addresses. SUBSCRIPTIONS: \$1.00 a year in United States and Possessions; \$1.25 a year in Canada; \$1.50 a year in Foreign Countries; single copies, 10 cents; special group offer on request.

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MEMBER OF THE AUDIT BUREAU OF CIRCULATIONS



The Builder

BY CAROLINE LAWRENCE DIER

Upon the shore through sunny hours,
 He built his castles grand—
 And sent his gallant little ships
 Afar to distant land.
 Clear came his call, "O Mother, see
 What I have built today!
 A little ship to sail the sea,
 To take me far away."

Dear little boy of long ago,
 How swiftly pass the years;
 But yesterday you built your ships,
 And shed your childish tears
 When adverse wind and tide conspired
 To wreck your little fleet,
 And cast upon the silver sands
 The ruins at your feet.

You builded well, so long ago;
 Your lines were straight and true,
 Your dream-mast tall had snowy sails
 Outflung against the blue.
 O boy of ours, your dream came true,
 Your staunch ship sailed away.
 Across the world we hear you call,
 "See what I built today."

A Message From the President

DEAR CONGRESS MEMBERS:

IT is a privilege to extend the greetings of the newly elected officers to the members of the National Congress. In assuming our new duties—with thanks for the confidence you have expressed in selecting us—we are most earnestly desirous of doing our work creditably and to your satisfaction.

To the officers of the past administration we send a message of appreciation and gratitude for wise service cheerfully rendered. We have all felt a pride in their successes and a deep affection for them personally. At all times we shall desire the guidance of their past experience and loyal devotion.

The convention which has so recently terminated at Denver brought us ample proof of the enthusiasm, loyalty and zeal of our members in the state branches. It demonstrated, through its program, the typical work of each committee, bureau and department. Reports of work well done have stimulated fresh zeal for emulation. With copious notes, heads full of information, lips voicing appreciation, eyes shining with enthusiasm, the delegates departed, each resolved to give an inspiring report to his group and to prove that it was worth while to attend the convention.

It is truly essential that the real benefits of a national convention be manifested by the increasing efficiency of the delegates—leaders who have so conscientiously tried to gather valuable information. It is therefore evident that if the greatest good is to be derived from conventions, delegates must seek to translate general information into special service. That one state or local did an outstanding piece of work is not enough to report, but to describe how it was done is essential. If we merely report facts and figures we are like those who seek to teach history through memorizing dates rather than by showing the relationship of cause and effect in the lives of nations. The thoughtful will seek to develop the successful ventures of others in their own communities. No two persons hear and interpret a message in the same fashion. Delegates should give their own interpretations of what took place and not depend upon the printed page, except for supplementary evidence.

In approximately half of our state branches new officers are assuming their duties; the same is true to a still greater extent in our district, council and local units. For all of us there is a great adventure ahead, that of starting on a wonderful journey with congenial companions—a journey in the land of Child Welfare. Let us plan carefully those steps of the way which lead us to desired achievements, adventuring perhaps through colorful, original by-paths that add individual interest. Nor are the charts and weather maps of our predecessors to be ignored. We need their guidance. Let us believe in the work we do and the paths we follow. As we go forward through the intricate maze of duties, privileges, pleasures and responsibilities, we need only to hold fast to the golden thread woven of our belief in this movement, our desire to serve humanity, our confidence in our companions, and our love for children!

Whatever we do, though ever so small a part, may mean progress. "The road of a thousand miles begins with one step."

Mrs. Hugh Bradford

President, National Congress of Parents and Teachers



Summer Hazards

BY FLORENCE NELSON



Drinking from strange wells and streams may have serious results

As summer comes along most of us who are concerned with safety activities find ourselves wishing that we might knock off for a well-earned holiday, and forget all about accident prevention until autumn comes round again. But just as we are relaxing a bit, possibly viewing with satisfaction a season's work, along come fireworks, and poison ivy, and water hazards, and fish-hooks, and increased traffic on the highways, and here we are—busier than ever fighting the accident demon. There's no getting round it—a safety program is a year-round responsibility, and any let-up means an increase in fatalities and injuries.



WHAT are the most frequent types of accidents occurring during the vacation season?

First, *drowning*: The three summer months hold the record; they account for 53 per cent of the year's total drowning deaths. Over 30 per cent of the drowning deaths in the three summer months of 1928 (the last year for which complete reports are available), were children under 15 years of age; and 86 per cent of them were males.

Next, *traffic accidents*: Automobile deaths begin their annual upward trend in a marked fashion with the advent of summer. As a corollary to this trend *railroad accidents* show a peak which is scarcely equaled during any other three consecutive months in the year.

Probably the most interesting fact revealed by these seasonal statistics for 1928, is the peak which *burns* reached in July. On the whole, June, July and August were the three low months for this type of accident. July, however, was 20 per cent higher than June, and 14 per cent higher than August. It is pretty safe to suppose that this increase was largely due to accidents resulting from the careless use of fireworks in connection with the annual celebration of the Fourth.

Next, *poison deaths*: These also are higher during the summer, and they include food, animal, infectious wound poisoning, as well as others of a non-suicidal character. Other causes of accidents with summer peaks are *electricity and lightning, injuries by animals and machines*.

In other words, summer time is play time, with increased activity and exposure to accident possibilities, and only a corresponding increase in carefulness and common

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sense can serve to reduce the number of such accidents.



OF course, the most constructive way to attack the summer problem is to help our children plan their leisure time well—suggesting safe and happy ways to spend a vacation. Luckily the number of children spending their holidays at camp now runs into the millions. There they are busily occupied—they are acquiring skill in swimming and various other sports, and they are carefully safeguarded against common hazards. Recent studies of hundreds of summer camps indicate that very few serious accidents occur in them, but that contagious disease is a problem. This is probably due to the fact that a few cases of mumps, measles and sore throats are developing just as the children arrive at camp, and are not detected until these cases have come in contact with well children. It is wise for parents to have their boys and girls examined by their own doctors before starting off for camp, to make sure they are not carrying any communicable diseases. If children are instructed to report to the camp physician at the first slight feeling of illness there will be little danger of any disease reaching the epidemic stage.

Camp directors say that parents are often more of a real problem than the children. They descend on the camp all too frequently bearing boxes of goodies which are certain to result in upset tummies and headaches; they turn the day's routine topsyturvy; they make alarming expeditions in boats and canoes; in short, they are in the way and add to the director's crop of gray hairs. Better make yourself scarce at your child's camp if you want him to get the most out of it.

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CHILDREN who are spending the summer in town, or even in the suburbs, can't be dismissed with prohibitions like "Don't play in the street," or "Stay away from the river front," if we expect them to get any good out of the vacation. Either they sit forlornly on the door step, wondering what to do, or else they take matters in their own hands and devise hair-raising stunts which are likely to result in tragedies.

Most communities have certain danger zones, a treacherous swimming hole, a railroad yard, a sand pit, or a building under construction. These spots have a fascination for the child, naturally enough, since he is



Camp Brooklyn, Pike County, Pa.

Lucky the children who go to camp where expert instruction in swimming and other sports is provided

looking for excitement and adventure. We shall have to provide equally interesting play places for him if we want to be reasonably sure of his safety.

Do you know how many of these danger zones actually exist in your community? Wouldn't it be worth while to make a list of them, and issue a warning about them through the local newspapers and any other publicity channels which may be available? Find out the places in town where fatal and serious accidents have happened to children—even minor injuries should be taken into consideration. Broadcast the details of these accidents, and get everybody in the community thinking about the possibility of removing the hazards involved.

The playground is the answer to the summer safety problem in the town or city. Many children, however, live a long distance from a recreation center, and their parents are too busy to take them back and forth. An easy way to get around that is to organize a corps of mothers and fathers, or older brothers and sisters, who will take turns at conducting groups of youngsters to the playgrounds and home again. The same sort of cooperative effort may be used in planning picnics and other excursions to the beach or country. Two or three mothers can bundle a large crowd of children into a bus, or their own cars, and take them off for a happy day. The parents left at home will be grateful for the respite, and can take their turn at the next outing.

If there are playgrounds in your neighborhood, are they being used to capacity? If not, it's because they're unattractive, or because proper leadership hasn't been provided—both, conditions which can be remedied by a little community effort.

Along with the publicity about dangerous play areas, be sure you offer an antidote in the shape of suggestions about places where children can play safely. Get the newspaper to list playgrounds, parks, pools, bathing beaches, and other play centers, and campaign for a larger use of these facilities.

When you get to thinking about recreation opportunities you may find that your community really isn't offering very much. Your chances of creating interest in such projects are very much better during the warm weather when people feel the need for them acutely. Don't wait till winter brings an entirely new set of problems and diverts attention elsewhere.



DID you have any accidents on the Fourth this year? In spite of all the fine educational work that has been done throughout the country in the interests of a sane celebration, explosives are still pretty generally used. Little by little, however, communities are realizing that prohibitory ordinances are the only solution.

It is a good idea, after the Fourth, to check up the accident list for the day, and for succeeding days, as tetanus frequently develops from powder burns, to see just how serious a problem this is in your town. Perhaps you are lucky enough to live in an enlightened community which has already placed a ban on fireworks and has substituted a program of sports and general fun in which children, fathers and mothers, and grandparents can all join. Many cities are doing it, and are now wondering why



In the rural districts traffic rules for pedestrians are reversed. When you go to visit your country cousins remember that the left side is the safe side

they ever tolerated the old-fashioned kind of celebration which resulted in painful injuries and loss of life.

If your town had a casualty list on the Fourth this year, now is the time to begin working on remedial measures so that something can really be accomplished before another Fourth rolls around.



AUGUST is a splendid time to make an inspection of your school building to see whether it is in safe condition for the opening of the fall term. During the last two or three years hundreds of local parent-teacher units have made these safety surveys and have often found very serious hazards which were a constant menace to the lives of children during the school day. For the benefit of associations which have

not had copies of the survey blanks, the one relating to the safe school building is reproduced here. It is wise to secure the co-operation of the local fire department in the inspection of fire escapes and exit facilities and the elimination of possible fire hazards which might not be apparent to the average person.

The other day a teacher in a Florida school sent us a story about a little girl who had expressed particular delight over the safety lessons and activities which were a regular part of the school program. "I've never," said this appreciative youngster, "been to a *safety school* before!" The number of "safety schools" is growing, but there are still thousands which have given no attention to safety education, and are disregarding deplorable conditions in the school building itself. Is yours a "safety school?"

The School Safety Survey

1. Does your school building have:
 - Adequate exits and fire escapes?
 - Exit doors swinging outward?
 - All exits unobstructed when building is in use?
 - (The National Fire Protection Association, 60 Batterymarch Street, Boston, Mass., has complete information on proper building exits.)
2. Are fire drills held regularly in accordance with the laws of your state and ordinances of the city?
 - (Nearly every state has a law requiring one or two fire drills during each school month.)
3. Are fire escapes used during fire drills?
 - (Fire escapes are of little value in an emergency unless children have previously been instructed in their use.)
4. If you have a school playground, is:
 - The playground fenced (if on a busy street)?
 - Play supervised?
 - Apparatus in good condition?
 - (Supervisors advise on selection, installation and use of apparatus and suggest games suitable to all ages of children. Fences check the rush of playing, thoughtless children into the streets.)
5. How is the playground surfaced?
 - (Some types of surfacing are responsible for bruises, scratches and torn clothing; other types reflect sunlight.)
6. If no playground is available, what provisions are made to permit safe play at recess?
 - (With consent of police streets may be closed to traffic during recesses. Distinctive signs must be secured to inform motorist that the street is closed. Signs should be removed promptly at the end of the play period.)
7. Are gymnasium activities carefully supervised?
 - (Countless accidents occur in gymnasiums because of poor equipment, lack of supervision, and overcrowding.)
8. Are laboratories and kitchens equipped for safe storage of chemicals, fuel, and other combustible or inflammable material?
 - (All chemical containers should be clearly and properly marked. Combustible materials should not be stored near fires.)
9. Are fire extinguishers and rugs or blankets immediately available in laboratories and kitchens for use in case of fire to property or clothing?
 - (Rugs and blankets are useful in smothering flames, primarily burning clothing. Extinguishers are particularly valuable where city fire protection is inadequate.)



LEFT: John Luger, Jr., of Brooklyn, N. Y., taking a second-hand wooden box apart preparatory to fashioning the wood from it into a table, chair, tabouret or bench

o

BELOW: Here we see John Luger, Jr., surrounded by a set of tables and chairs which he so skilfully builds out of wooden boxes and crates

Wood Handicraft

For Boys and Girls

By C. M. ARTHUR

PARENTS and teachers all over the country have become enthusiastic over a plan set on foot by the National Committee on Wood Utilization of the Department of Commerce, to interest boys and girls of manual training age in the making of interesting and useful articles out of second-hand wooden boxes and crates and odd pieces of lumber.

The Committee's plan was inaugurated to help eliminate the waste which now results from throwing away or burning wooden containers after they have served their original purpose. In connection with its box utilization project the Committee has collected over 1,200 suggestions for making articles from these containers, more than 100 of which are incorporated in its booklet "You Can Make It."

Some idea of the widespread interest attached to the project may be gained when it is understood that box-utilization con-



tests, based on the suggestions given in the Committee's bulletin, are already being staged in more than a half dozen large cities in the country by newspapers, recreation and playground associations, and other groups organized for work among boys and girls.

A Washington, D. C., newspaper, co-operating with the city playground depart-

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ment, set the pace for the country in staging a month's contest for boys and girls last November. Over 1,300 entered this contest, including boys and girls from both the white and colored races. Department stores and other establishments donated boxes and crates, which we delivered to the city playgrounds and from there distributed to contest entrants. Appropriate prizes were given to the district winners and the champion city winner. Both boys and girls were among the prize winners in this contest.

Miss Susie Root Rhodes, supervisor of the Washington City Playground Department, says of the contest: "The woodcraft tournament, which grew out of the suggestions made by the National Committee on Wood Utilization of the Department of Commerce for utilizing second-hand wooden boxes and crates, will be an annual event in the Playground Department. Personally I think that it is one of the best, if not the best, special feature ever conducted by the District of Columbia playgrounds.

"It was something entirely new to us, as

it was to the children, when officials of the Commerce Department first broached the plan. Little did we realize the far reaching possibilities of the woodcraft tournament.

"We could not foresee that we were, for the first time, to give hopelessly crippled children an opportunity to compete in a playground activity. As it developed, three of the individual winners in the Washington tournament were crippled children. We could not visualize the many backward youngsters who would find themselves in this form of diversion, nor were we prepared for the enthusiastic reception that girls gave to the idea. Several playground winners were girls.

"The work has been started now, and reports are coming in from every section of the city to the effect that the youngsters, although the tournament has closed, have become so imbued with the idea that they are securing boxes and convincing the city that 'You can Make It.'"

Following the example of Washington,

(Continued on page 619)



A few articles made by boys and girls in the wood utilization contest staged in Louisville by the "Louisville Times"

A Successful Partnership

An Address Given Before the Annual Convention of the National Congress, May 23, 1930

BY EMMA M. BROWN

Principal, Skinner Junior High School, Denver

Madam Chairman and Members of the National Congress of Parents and Teachers:

IT is very kind of you to have invited me to meet with you this morning. But I should not have felt justified in accepting your kind invitation were it not that you, representing as you do the homes of America, and I representing as I do, for this one morning, the high schools of America, have met because we believe that we have a vital part to play in molding the futures of the boys and girls of this country.

"There's nothing so sweet as a girl—
Dainty and tender, and whimsical, too.
Loving, and lovable, eager to please,
Questioning, longing, expectant, and true.
No flower ever fairer than is one of these.
There's nothing so sweet as a girl

.....unless it's a boy.

"There's nothing so fine as a boy—
Sturdy, and lovable, valiant and strong,
Noisy and mischievous, daring, and bold,
Loyal and faithful to his, right or wrong,
Caveman, and savage, and then knight of old.
There's nothing so fine as a boy

.....unless it's a girl."

ETHEL E. HOLMES.

I am convinced that we, at present, know very little of the tremendous possibilities of parent-teacher organizations in the high schools—the place, by the way, where they are most needed.

It has been frequently said that a large and effective parent-teacher organization in the high school is neither desirable nor possible. This is a point of view in which I cannot concur.

Some twenty years ago I became greatly interested in the education of our foreign children. I went to New York, that greatest

of melting pots, to study their schools. I was taken to a room where the teacher greeted me by saying, "Don't come in here Miss Brown; we have a dreadful situation." And truly it was pretty bad. As I left, the teacher said, "You mustn't censure me for this. These children are Russians, you know, and you can't do anything with Russians." I, very much disheartened, went on to the next teacher with whom I spent a lovely morning. As I thanked her she replied, "You shouldn't give me any credit. These children are Russians, you know, and you can just do anything with Russians."

Yes, we can have large and effective parent-teacher organizations in the high schools if we get the right point of view, that is, if the school makes this great adventure worth while in the community, and if the community makes the venture worth while for the school. But how! But how! The eternal question. "If to do were as easy as to know what were good to do, chapels had been churches and poor men's cottages, princes' palaces."

You will forgive me, I am sure, if I illustrate ways in which I think this can be done by using as an example the school which I know and love best, the Skinner Junior High School of Denver.

First, of course, there must be a large and representative membership. It is an easy matter to have a freakishly large membership for any one year; but if that membership is to be maintained, the organization must possess stability; it must be founded upon right principles which are persistently and consistently carried out.

Second, continuity is an important principle upon which stability depends. In Skinner our vice-president serves for two

years as vice-president and then becomes president for two years. Our mother, father, and teacher class sponsors are appointed in grade 7-B and remain sponsors during the three years their children are in the school. Our council is made up of 150 home room representatives, who represent the home room on the council as long as they are represented by children in the school. Our chairmen of committees remain chairmen of these committees as long as they have children in the school. This continuity means that each officer becomes an expert in his duties and a desirable *rapprochement* is established between the school and the community. We do not believe in swapping horses in the middle of the stream.

Surely you will not consider it a breach of good manners if here I pay a tribute to those parents without whose vision there could have been no parent-teacher association in our school.

Third, it is necessary that every member of the organization should find something in the program in which he is interested. The program committee must, therefore, study the problems facing the community and make the program to fit its needs. It is a mistake to foist upon an organization the program of another school. It matters not how successful it may have been. Each school must make its own program.

Fourth, those in charge of this work must have vision. "Without vision the people perish." Major endeavors should extend over a three, four, or five-year period. A hand-to-mouth policy in the conduct of parent-teacher affairs is even less effective than a hand-to-mouth policy in economics.

Fifth, the major interests of the school and of the parent-teacher association must go hand in hand. When the school is stressing home study the parents must consider home study. While the school is placing particular emphasis upon character education the parents must be making a careful study of this phase of the work if each is to help the other. When the school is introducing new curricula the parents must understand these curricula with us if they are to be effective.

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Sixth, if this adventure in cooperation is to be successful parents must not only know about the school, but they must know the school. Teachers must not merely know about the home; they must know the home. To this end parents are invited to visit: the classrooms, the assemblies, the clubs, the social hours, even the faculty meetings. And teachers visit the homes, never because a pupil has been in difficulty, but rather that a feeling of friendship may be established.

In Vienna last summer I saw a most amusing sign. It stated that there English was spoken and American understood. It was my good fortune to have attended the international conferences in Geneva last year; one, that on education in which this association was so ably represented, and the other that of university women. In speaking with my friend the Chinaman, the Jap, the Englishman, the Frenchman, or the German, I found that I must ask not, "Do you understand English, French, or German?" For they frequently understood all three. But rather, "Do you understand my English, my French, my German?" Which I can assure you was a very different matter.

We, parents and teachers, must learn not only to speak each other's language. We must learn to understand each other.

In closing may I say that this adventure in cooperation is the greatest of all the great adventures of our generation. If we believe in it, and I know that we do, we must lay aside our individual bias, we must become vicarious; we must put in the place of our individual prejudices our love for children, our faith in children. We must believe that understanding and concord between the home and the school is a consummation possible of attainment, a consummation devoutly to be desired.

"I thank you for lending me your little child today. All the years of love and care and training which you have given him have stood him in good stead every hour. I send him home to you tonight, I hope a little taller, a little stronger, a little freer, a little nearer his goal. Lend him to me again tomorrow; in my care of him, I shall show my gratitude."—ETHEL E. HOLMES.



A view of the living-room and dining-room of the house built by Seymour, Indiana, high school boys. This house was furnished complete at a cost of only \$1,703.05. The cost of the living-room furniture was \$382.75

The Boy Built House Project Seymour, Indiana

By J. R. MITCHELL

THE value of any subject of study in the high school curriculum is to be measured by the contribution which it makes to the general aims of education. It is now universally agreed that the function of the modern high school is threefold: it should prepare the individual for social efficiency; it should prepare for economic efficiency; and it should enable the individual to use his leisure time in such a way as to secure the greatest amount of personal enjoyment, contentment, and happiness. Subjects must contribute directly or indirectly to one or all of these functions if their place in the curriculum is to be justified.

Vocational Education, and more specifically Manual Arts, can be justified in that it contributes directly to two of these functions and indirectly to a third. The content of every Manual Arts course in any high school should be determined largely by the

kind and amount of industrial activity which exists in the locality in which the school is located, but there are some courses which are of general benefit to all individuals regardless of the fact that it is not a major industry in the community and that the individuals taking the course do not intend to follow it as a vocation. Such a course is carpentry.

Every worker in the world is affected in his efficiency by the condition of the home in which he lives. The boy, the girl, the man, and the woman alike respond to these influences. The attitude toward life, peace of mind, physical efficiency, desire for improvement, ambition to succeed, all rest to a degree upon the state of mind and health of body created by home conditions. The house itself has no small part to play in the making of a home. A course in carpentry, then, should have for its aim not merely the training of the individual in

mechanical procedure. Besides presenting the fundamental processes of house construction, the parts, the technical terms, and the steps in the making of a house, there should be created within the minds of the students an appreciation of the right type and a desire for such houses, appropriately designed, carefully planned and budgeted, and harmoniously located. A study of materials and costs should be especially emphasized, a careful analysis should be made of the various types and kinds of materials which might be used in house construction and a study of their costs in relation to permanency, to the end that when the occasion comes, the individual will be better able to plan a house if he is going to build, or to estimate its worth more intelligently and sensibly if he is going to purchase.

These were the objectives which served as a basis for the course in carpentry which was offered for the first time in the high school of Seymour, Indiana, last year. There was no attempt made to produce finished carpenters, although four or five of the students did secure employment with contractors in the city during the summer months.

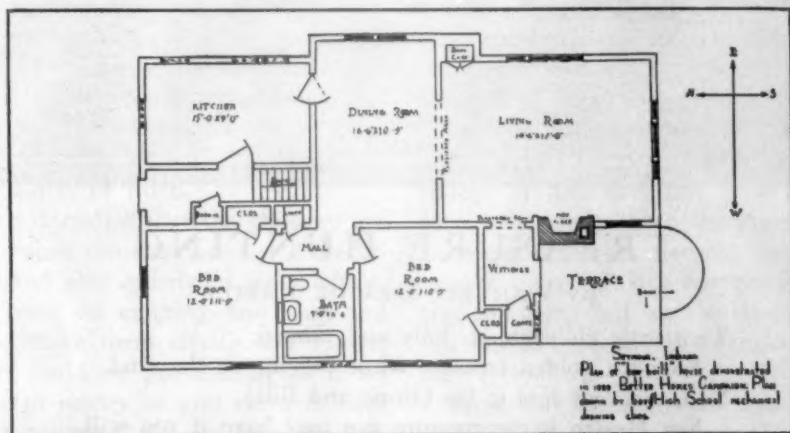
Financing the Project

BEFORE a house project can be undertaken by a high school carpentry class there are several problems to be solved and several matters to be decided upon. The first, and perhaps the most important, is that of financing the project. This must usually be taken care of outside the school as the Board

of Education cannot legally make provisions for it and few Manual Arts departments are able to shoulder the burden. Usually a public spirited citizen can be found who is willing to furnish the material and site in exchange for the labor and a chance to give this experience to a group of boys, if he is given a guarantee that the house will be built to his satisfaction. This is an excellent way to build the first house project as it gives the boys and the community the necessary confidence that a class can do the job. The first financing is the hardest. A second method which is frequently used is for some company interested in financing homes in a community to furnish the money. It is always unwise for a class to start a house project unless the disposition of the finished house is provided for in advance. Since the Boy Built House at Seymour was the first house project ever attempted in the town, it was financed by the first method, and was built for the owner, who moved into it immediately after its completion.

A Few of the Problems

ANOTHER problem which presents itself early is that of adjusting the academic program of the boys. Through the cooperation of the high school principal and the teachers it was possible to arrange for one-half of the eighteen boys in the carpentry course to do their academic work in the mornings and for the other half, in the afternoons. Thus it was possible for the boys to spend an entire half day on the job, the



equivalent of nine boys working an entire day. This arrangement not only provided for more rapid progress, but it eliminated several minor problems and made possible the teaching of larger units of work at a time. Since the instructor had regular classes in the shop he could not be on the project site at all times and it was necessary for the owner of the house to employ a practical carpenter to supervise and instruct the students. Double credit was given to the boys who were capable and conscientious and four or five of the best workers were employed on Saturdays.

The plan of the house and the selection of the personnel of the class were minor problems to be worked out. Of course, in a project of this nature it is not at all difficult to get the required number of boys; the difficult matter is the choosing of the boys who would receive a maximum amount of good from the course and who, because of their academic standing would not be retarded by the additional time which, of necessity, must be spent in this type of activity.

The house was designed by a member of the drafting class and the original sketch and floor plans, as well as all details of construction, were worked out by him. Each member of the carpentry class was required

to make a floor plan and also an estimate of the material required and the cost. This was approximate in the case of the plastering, plumbing, wiring and masonry, which were not done by the class proper, but by skilled workmen, assisted by the boys.

Community Interest

FROM the beginning, the interest manifested by the members of the class was all that could be desired and the enthusiasm did not subside as the project went on, but rather increased as they were able to see the physical results of their work, and the structure piece by piece, step by step, took on the appearance of a house. No less interested apparently was the community as a whole, for the citizens, parents and students were frequent visitors at the house site. The local press gave much favorable publicity to the project, and when the house was finally completed on May 30, and turned over to a local organization for use in the Better Homes Demonstration, two thousand people viewed it.

As a means of promoting community interest in better homes, and as a method for inculcating these ideals in the future citizens of a community, the Boy Built House Project has no equal.



TREASURE HUNTING

BY VIAHNETT SPRAGUE MARTIN

Two little children, so jolly and tanned,
Found a golden treasure while digging in the sand.
You, too, may find it (as Gloria and Bill),
For Health is the treasure you may have if you will.

Home

BY WOODSON E. MALLARY

My dream house, a real house! Red brick softened by ivy speaking to me of rest and beauty, great oaks spreading their branches above the roof bestowing Nature's blessing.

Each time I come home the cheerful entrance calls a happy welcome to me. Always I have a feeling of actual joy that it is ours. Planned by us, and worked for during many years, it seems almost another child.

In winter evenings the flickering firelight has a fascination for us that is ever new.

On summer days we stand and look and wonder at the beauty of the shadows on the lawn, and the sunshine filtering through the leaves here and there glorifies it in our eyes.

On moonlight nights after the children are tucked in bed we walk around arm-in-arm trying to decide which view is most beautiful—a question never settled.

Of course this gem must have a proper setting; God gave us the trees, but we must make a garden. We picture it, gay splotches of color against walls of evergreen that will screen us. Here we can enjoy each other and our friends with perfect freedom.

The garden must come slowly we know, but how our friends have helped us make it! Crêpe myrtle from one, jasmine from another; pinks, violets, verbenas, purple iris and lilacs. We skip a football game and buy four arbelas. No picture shows, but two rose-pink oleanders. So often we've been there working that the neighbors call it "The Garden of Eden."

Suddenly I realize that the children are no longer babies content to swing in the little swing and play quietly in the sandpile, but need space for running, and rings and trapeze to make them strong and supple. But where could we put them, even if we saved enough money to give them to each other for Christmas? O, not here, the wis-



"We have so much fun at our house!"

teria is doing so nicely; not there, my purple iris are so lovely under that crab-apple tree. Yet somewhere they must be, for Son has begun to ask to go to John's every afternoon and I want my boy and girl here some of the time with their friends. I want them to feel that home is the center of their pleasures.

So we save and save and get the playground apparatus, dig up cherry laurel and jonquils and move them to other places.

Then a "jerry" would give them such wonderful exercise, but the only limb that is right to hang it from is over our pink crêpe myrtle that we've petted and coaxed and finally succeeded in making grow, though it had only one little root about four inches long when we planted it. It's so beautiful by our sleeping porch, can we bear to move it? But our boy is beautiful, too, and being "all boy" he needs many outlets for his energies. We decide in favor of the "jerry."

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laughter, quarreling, more laughter, pounding of feet past my window trying to outrun the "gypsy," and I tremble for my shrubbery. I start up to remind them to be careful. I sit down again and try to think only of the happy voices of the children.

The phone rings—a boy's voice calling for Nelson—I call him in.

"Hey, John!" . . . "Aw, I can't come. You come over here, we have so much fun at our house!" . . . "Good!"

Home!

In Our Back Yard

BY HARRIET M. WOOLSLAIR

IN our back yard
The grass is scarce and brown,
And flowers cannot raise their petaled heads.
For children play there all day long,
And pick bouquets for Mother—pink and red.
The baby's washing flutters on the line,
And swings of creaking rope that come and go
Resound with girlish laughter, boyish shouts—
In our back yard
So long ago.

In our back yard
The grass is thick and green.
There lovely plants grow tall with perfect flowers.
The birds have found their shallow bath,
The stately sun-dial tells the shining hours.
But when I look on it I do not see
The chiseled stone, or posies growing in a row.
I only see my children at their play—
In our back yard
So long ago.



"Swings of Creaking Rope"

Is Your Child Vegetable Shy?

BY NANCY D. DUNLEA

BOBBY always had to be coaxed to eat carrots, lettuce, beets and turnips. Even onions and cabbages had to be disguised in scalloped dishes to induce him to eat a healthful, well-balanced diet. Last summer, however, a new and successful way of educating Bobby to the attractiveness of vegetables was hit upon. It was this: as a *special privilege*, he was allowed to plant a vegetable garden. It was understood that it was

to be his *very own*. It was his own idea, too, to sell the carrots, lettuce, beets, turnips, onions and cabbages that he grew there. But when his customers, as well as his family, began to praise his nice fresh vegetables, he decided to eat a few of them, *himself*!

How we chuckled over the success of our plan, when we saw him nibbling raw carrot on the sly!

Motion Pictures

BY ELIZABETH K. KERNS

Associate National Chairman, Motion Picture Committee

Classification

A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.
F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—Juvenile pictures are recommended for children under fourteen years.

W—Western, recommended for the family.

*—Especially recommended.

R—RATING

A—Good. B—Harmless, but second rate as to plot and production.

R	Title	Class	Stars	Producer	Reels
ALL TALKING					
A	All Quiet on the Western Front	A	Louis Wolheim-Lewis Ayres	Universal	12
A	Anybody's War	J-F	Moran-Mack	Para. Fam. Lasky	6
A	The Arizona Kid	A	Warner Baxter-Mona Maris	Fox Movietone	8
A	Around the Corner	J-F	Charlie Murray-Geo. Sidney	Columbia	6
A	Around the World via The Graf Zeppelin	F	Capt. Hugo Eckener	Talking Pict. Epic	
A	The Big Pond	A	Maurice Chevalier-C. Colbert	Para. Fam. Lasky	8
A	Call of the West	F	Dorothy Revier-Matt Moore	Columbia	6
A	Caught Short	F	Marie Dressler-Polly Moran	Metro-Gold.-Mayer	6
A	The Clock Shop	J-F	Musical Revue	Metro-Gold.-Mayer	2
A	Codfish Balls	F	Terry-Toons	Educational	1
A	Courage	F	Belle Bennett	Warner Bros.	6
A	The Cuckoos	F	Bert Wheeler-Robert Woolsey	R. K. O.	11
A	Deep South	F	Sportlight	Pathé	1
A	The Devil's Holiday	A	Nancy Carroll	Para. Fam. Lasky	8
A	Fat Wives for Thin	F	Comedy on Dieting	Educational	2
A	Fish, Fowl and Fun	F	Sportlight	Pathé	1
A	The Floradora Girl	F	Marion Davies-Lawrence Gray	Metro-Gold.-Mayer	9
A	Gay Madrid	F	Ramon Navarro	Metro-Gold.-Mayer	7
A	The Glacier's Secret	F	Tom Terriss	Pathé	1
A	The Haunted Ship	J-F	Animated Cartoon	Pathé	1
B	Hay Wire	F	Oliver Hardy-Stan Laurel	Metro-Gold.-Mayer	2
A	Hot for Hollywood	F	Oswald the Lucky Rabbit	Universal	1
B	Kettle Creek	F	Ken Maynard	Universal	5
A	King of Jazz	F	Paul Whiteman & His Band	Universal	7
A	The Lady of Scandal	F	Ruth Chatterton	Para. Fam. Lasky	7
A	This Mad World	A	Basil Rathbone-Louise Dressler	Metro-Gold.-Mayer	8
A	Murder Will Out	F	Jack Mulhall-Lila Lee	First National	6
A	One Romantic Night	F	Lillian Gish	United Artists	6
A	Old Black Joe	F	Southern Melodies	Tiffany	2
A	The Other Tomorrow	F	Billie Dove	First National	7
A	Return of Dr. Fu Manchu	A	Warner Oland-Jean Arthur	Para. Fam. Lasky	6
B	Roarin' Ranch	J-F	Hoot Gibson	Universal	5
A	The Second Floor Mystery	A	Grant Withers-Loretta Young	Warner Bros.	5
A	Song of the Flame	A	Alex. Gray-Bernice Clare	First National	6
A	So This is London	F	Will Rogers-M. O'Sullivan	Fox Movietone	8
A	The Sunset Hunter	F	Bruce Scenic	Para. Fam. Lasky	1
A	Swiss Cheese	F	Terry-Toons	Educational	1
A	The Texan	A	Gary Cooper-Fay Wray	Para. Fam. Lasky	7
B	A Tour Through Hollywood	F	Johnny Arthur	Columbia	1
B	Troopers Three	F	Rex Lease	Tiffany	9
SILENT					
A	The Silent Enemy	F	Ojibways, Black Foot and Sioux	Para. Fam. Lasky	7

July-August, 1930

CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,481,000 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL

Stock-Taking—for Parent-Teacher Associations

THOUGH mid-summer is not usually stock-taking time in mercantile establishments, it may profitably be utilized for that purpose by parent-teacher association members. It is a time when meetings are few, when schools are closed, when there is—or may be—time to stand away from our jobs, check up on achievements and failures, count liabilities and assets, and in particular, to consider whether we are using the latter to the fullest advantage.

Among the assets not yet completely utilized might be mentioned the findings of other child welfare groups. There are several agencies with which the National Congress of Parents and Teachers is in co-operation, all of them working for the happiness and the best development of childhood, and many of them devoting a great amount of time and research to the study of questions pertaining to the home and the school, to education, health, social and mental hygiene, and recreation. Their findings are published, frequently at considerable expense, and in them lies a large and valuable fund of information available for the

use of parent-teacher associations. How can we use this information with the utmost profit?

Newell W. Edson, chairman of the Committee on Social Hygiene, in speaking before the parent-teacher conference at Columbia last December, said:

"I wonder if we don't need a book on the 'Resources of the Local Parent-Teacher Association,' one which would detail for local associations the opportunities at their hand, as based on the experience of the thousands of parent-teacher officers who have developed successful associations."

Local chairmen need to know where the findings of other child welfare groups can be found. For the most part these are easily obtained, although sometimes material ready made to meet their exact needs is not at hand; but in many cases it can quickly be created if the request is put in sufficiently definite form.

"Child welfare is a challenging task," said Mr. Edson in the speech mentioned above, "and the challenge of the task should be made evident to every chairman. Equally challenging should be the duty of the chairman to become thoroughly acquainted with the available materials on his particular subject, so that he may not only furnish them at need to the local association, but may be able to discriminate in their use. . . . If these experiences of other child welfare groups are to be of value to parents in meeting problems in the education of their children, the officers of the local association need to realize that the resources of the association, even the monetary resources, must be used to bring these experiences to the association. In some cases officers will have to be convinced that such service is usually far more vital than the purchase of much-needed materials for the school houses."

A principal objective in working with other agencies is to avoid duplication of effort, while at the same time drawing freely from the common reservoir of information.

Coming in September

AS SCHOOL BEGINS

H. Addington Bruce



WHAT IS YOUR "G. Q.?"

James L. McConaughy



VIGORS AND HARDIHOODS

David Snedden

For Study Groups

HEALTH AND HEALTH HABITS

Ada Hart Arlitt



"CHARACTER TRAINING"

Germane and Germane

Grace E. Crum



*Mrs. Charles D. Johnson, President, Oklahoma State Congress, and
Dr. Randall J. Condon, former Vice-President, National Congress, in
Mrs. Johnson's garden at Tulsa*

Looking Back to Denver

"The New World Challenge"

SOMEONE raised the eternal question, "I wonder if all the effort connected with the convention is worth while and how much Congress members are getting out of it?" And one delegate came down from her "mount of transfiguration" and said as Peter did, "Lord, it is good to be here." Her testimony must be that of many another member. "Mountain top experiences," said this delegate, "are merely a preparation for the service which awaits us in the plains below. This convention has given me a great vision of parent-teacher work as a whole, and faith and inspiration to go back



Headquarters

home and render service in a very humble way." Does not this evaluation coincide with the common experience of every sincere worker?

THE spirit of the very beautiful prayer sent by a beloved absent member, Mrs. David O. Mears, pervaded the convention: "May the Holy Spirit rest upon every speaker, abide in the heart of every hearer, guide all deliberations, and crown the Congress convention with the divine benediction."

THE richness of thought, advice, and experience presented at Denver can be reproduced only through the "Proceedings," where addresses and reports may be read. Next in value to the convention with all its personal equations, stand the printed "Proceedings," a bulwark of facts, a treasure house of fruitful experiences, a reference book for students of children's needs. No state and local officer can afford to be without this summing up of the national policies, plans, and achievements for the past year. CHILD WELFARE can merely give sweeping impressions, brilliant spots, significant hints, and occasional speeches of a great convention. May the glimpses caught from its pages encourage a reading of the entire "Proceedings," and inspire an earnest purpose to attend the next annual convention at Hot Springs in 1931.

IN greeting the delegates, Mrs. S. M. N. Marrs, national president, gave some comprehensive reasons for getting together in Denver: "We are here to review the accomplishments of the past and make constructive plans. We are here to share with each other our experiences in a common cause, to learn from each other better ways of meeting our everyday problems. We are here to renew old friendships and to make new ones. We are here to participate seriously in a program whose aim is to help every parent and every teacher in this broad land of ours to see more clearly his duty toward the children of the nation and to learn how to perform this duty with wisdom and with understanding. We are here to find profit and pleasure in the business and the social affairs of the convention and to give our best toward making it the greatest meeting in the history of the organization."

In welcoming the convention to Denver, Mrs. A. B. Shuttleworth, president of the Colorado state congress, expressed a desire which was fully realized during our week in that delightful city: "We hope our Colo-

radio air will invigorate you and our sunshine will warm your hearts, and the beauty of our mountains will give that inspiration and divine wisdom which will make the work of this convention one to inspire each member to a greater desire to carry out the ideals of our association."

His Excellency, William H. Adams, Governor of Colorado, gave warm commendation to the National Congress in his words of greeting: "Your organization is to be congratulated upon its splendid work, not only in promoting higher standards in the field of education, but in contributing to a higher type of civic, state and national life, and I acknowledge with pride your splendid achievement."

THE flag pageant—original, colorful, and impressive—marked the opening of the thirty-fourth national convention. Flags sent from every state and carried by Denver high school girls lined the aisles of the Broadway Theatre through which the national officers marched as they passed to the platform. The flags were then placed on the stage and formed a picturesque background.

Hawaii was unable to send delegates, but sent leis for all national officers at the opening meeting.

THE meetings were dignified by the presence of Denver's school administrative men, who acted as ushers for each evening meeting under the direction of Mr. R. H. Palmer, assistant superintendent of the Denver public schools.

Two assistant superintendents, one deputy superintendent, three administrative directors, fourteen principals, four boy advisors, and eleven teachers made up the group of ushers.

July-August, 1930

IT was a pleasure to be ushered and guided at morning and afternoon sessions by pupils from the Colorado Agricultural College at Fort Collins, the Colorado University at Boulder, and the State Teachers' College at Greeley. The black and white cowboy costumes, with school colors displayed in scarf and sash, were unusually fetching.

ALASKA sent two parent-teacher representatives who were honored guests of the convention, Mrs. Andrew Johnson and Mrs. Edward Locken. The by-laws of the National Congress were amended to make possible the admission of Alaska as a territorial branch.



The Broncho Buster, Denver

THE Minnesota Congress announced that it has seventy-six "standard associations," won the Reeve cup for the third successive year, and now holds it permanently. Mrs. A. H. Reeve will present another cup next year for which the other states may compete.

THE Arkansas Congress was reported to have the largest number of "superior associations."

A CONGRESS library was awarded to the Texas Congress for having ordered and placed a larger number of Congress libraries than any other state.

THE convention accepted a two-year grant of \$20,000 (\$10,000 a year) from the Laura Spellman Memorial Fund of the Rockefeller Foundation, for promoting Parent Education among Congress units. The fund will be administered by a joint committee of members of the National Congress of Parents and Teachers and the National Council of Parent Education.

THE national board of managers was empowered by the new by-laws to appoint three members-at-large, to serve with the officers as members of the national executive committee.

IT has been the custom of the Congress at its annual conventions to plant and dedicate a tree in memory of its founders or a national president. Last year, at Mount Vernon, there was a departure from this custom and a tree was dedicated to George Washington. This year, to be broadly significant, a tree was dedicated to the "Childhood of America." The ceremony included many participants — band, mothersingers, glee club, school children, and our president, Mrs. Marrs. The poem, written for the occasion by a Denver parent-teacher woman, Mrs. L. R. Hafen, and recited by William A. Sarconi, closed with these lines:

Today, on this historic spot where frontiers
ceased,
We dedicate a tree to the children of America.
May these children in whose veins
Flows blood of many nations
Stretch forth the hand of friendship
To children of all lands.
And may tomorrow's children live our dream
Of world peace; where majesty of right
With healing wand shall touch all people,
Light their eyes with hope, strengthen to endure
Like yonder peak, which stands serene, unscathed
Through centuries of storm.

TWENTY years ago the fourteenth annual convention of the National Congress of Parents and Teachers was held at Denver at the Brown Palace Hotel. It was at this convention that the custom of celebrating Founders Day was established. Each year its influence has grown stronger. Each year we are increasingly grateful to Mrs. David O. Mears for her happy suggestion in 1910, and for her twenty years of consecrated service in building upon that suggestion.

AT the closing dinner of the convention the members of the national board of managers presented to Mrs. S. M. N. Marrs, retiring president, a Persian rug, as a mark of their love and esteem. Mrs. Marrs assured the board that the rug would have a place of honor in the new house which she and Mr. Marrs are to build this summer at Austin, Texas.



Mrs. Hugh Bradford

MRS. HUGH BRADFORD, of Sacramento, California, was elected sixth president of the National Congress of Parents and Teachers at the Denver Convention. Mrs. Bradford is a native of California and a graduate of the University of California. For three years she was a high-school teacher. Her thorough knowledge of parent-teacher work has been gained through the experience of holding many district, state, and national offices. She was president of the California Congress of Parents and Teachers for three years, a member of the national board of managers for seven years, and third vice-president of the National Congress for four years. In all these capacities Mrs. Bradford has given invaluable service because of her intelligent handling of every problem, her friendly attitude toward fellow workers, and her enormous capacity for hard work.

Mrs. Bradford's educational interests are not limited to the National Congress, for she is serving as a member of the Advisory Committee on Mental Hygiene for California, and of the Advisory Committee of the California Safety Council. For seven years she has been a member of the Sacramento County Board of Education, and is now serving for the third year as a member of the California State Board of Education.

Mrs. Bradford is the wife of Mr. Hugh Bradford, city attorney of Sacramento.

BULLETIN BOARD

**NATIONAL CONGRESS OF PARENTS AND TEACHERS
SUMMER COURSES—1930**

Instructors

- Miss Olive Campfield**
Tennessee Wesleyan College, Athens, Tenn.—June 23-28.
University of Tennessee, Knoxville—June 30-July 19.
- Miss Frances Hays**
University of Washington, Seattle—June 16-July 26.
- Mrs. C. E. Kendel**
Winthrop College, Rock Hill, S. C.—June 16-July 26.
University of North Carolina, Chapel Hill—August 18-23.
- Mr. H. S. McCoy**
University of Kentucky, Lexington—June 23-July 5.
Yale University, New Haven, Conn.—July 14-July 19.
- Mrs. C. E. Roe**
Blue Mountain College, Blue Mountain, Miss.—June 2-14.
Florida State College for Women, Tallahassee—June 16-21.
University of Alabama, University—June 25-27.
Rutgers University, New Brunswick, N. J.—June 30-August 9.
- Mrs. A. C. Watkins**
University of Denver, Denver, Colo.—June 23-28.
Columbia University, New York City—July 7-August 16.
- Mr. E. G. Weller**
University of Virginia, Charlottesville—June 23-August 2.
- Mr. G. E. Dille**
State Teachers College, Hattiesburg, Miss.—June 9-July 19.
- Mrs. John E. Hayes**
University of Idaho, Pocatello.

A Group of CHILD WELFARE Enthusiasts at the Denver Convention



LEFT TO RIGHT: Mrs. A. R. Thomas, Idaho; Mrs. J. B. Leatherman, Arkansas; Mrs. Dan Pagenta, Illinois; Mrs. W. M. Weeks, Minnesota; Mrs. Robert E. Towle, Montana; Mrs. C. H. Remington, Rhode Island; Mrs. L. C. Gerding, Colorado; Mrs. E. C. Mason, Massachusetts, and Mrs. G. S. Wertiner, Pennsylvania

Conference on Parent Education in Churches

THE Pre-Convention Conference on Parent Education in Churches opened on Friday evening, with Mrs. Hugh Bradford, third vice-president, in the chair. After she had welcomed the guests on behalf of the National Congress in her own gracious manner, Dr. J. T. Carlyon, of Denver, opened the conference with an introduction which stated so clearly the ideals of the conference that we are giving it to you here.

"We are dealing tonight with the subject, 'Spiritual Emphasis.' There is scarcely a word in our religious vocabulary that needs a clearer definition than the adjective, 'spiritual.' I well remember hearing a minister in New England tell of a home in his parish. In it was a man known in the community for his spirituality. There was at least a tacit regret that he was married to a woman quite lacking in that quality. The wife and mother in that home had the care and responsibility of a family of seven children. She arose before the sun, prepared breakfast singlehanded that the children might have their needed rest, and put dinner in lunch boxes for those who would not be at home at noon. Then after the morning meal began a long day of dish washing, cooking, sewing, and caring for younger children. The spirit of the home was a beautiful benediction and the characters of the children exhibited a rare quality that made them welcome among all the families of the neighborhood. But when the tasks were done there was not enough energy left for the mother to attend the religious and other cultural meetings of the community. She begged off from time to time and insisted that her husband should represent her.

"George Santayana, in his book, 'Religion in the Life of Reason,' discriminates between two types of moral and religious be-



Mrs. B. S. Winchester

havior, each good in its place. Piety is a faithful observance of obligations and the doing of the proper thing in the life of any society of which one is a member. A pious man is a desirable citizen. He can be depended upon to make the best of a given situation. Spirituality, on the other hand, is a devotion to ideal ends. A spiritual man may be quite out of sorts with things as they are, but lives in the light of a vision of that which ought to be. I like his statement and think we may well be keeping our eyes upon goals and ends in our discussion here.

"It was the great apostle to the Gentiles who, many centuries ago, wrote to his people, 'the fruits of the spirit are love, joy, peace, longsuffering, gentleness, goodness, meekness, faith and self-control.' These are the qualities that are without price in the life of our times and I am eager that the home and the school shall see their common goal. We parents are teachers."

This point of view was echoed over and over in the two addresses of the evening, one a most eloquent appeal on "A Dynamic for Character," by Rabbi W. S. Friedman, who has for forty years ministered to one congregation, the Temple Emanuel, and the other an inspiring picture of the spiritual possibilities of family life by Prof. S. A. Lough, of the University of Denver, whose topic was, "An Objective for the Family."

The conference, the first of its kind to be held under the auspices of the National Congress, continued through the following day. The morning session was devoted to addresses. Mrs. Edward P. Costigan, the president of the Women Citizens League of Colorado, spoke of "The Child's Religion in a Changing World." This was so impressive a presentation of the importance of spiritual training in the family for the future welfare of our country that we would gladly publish the entire address.

THE afternoon session was devoted to very timely problems about the sort of topics that are desired and needed by parent groups in churches. The Committee on Spiritual Training had another extremely practical discussion of the two aspects of its work. First, how spiritual training programs may be put into the local parent-teacher association, upon which Mrs. J. Sherman Brown, past president of the Colorado Congress, made valuable suggestions. Second, Mrs. E. E. McClintock, Denver County chairman of Spiritual Training, showed how the entire program might be given a spiritual emphasis by helping the child to see the relationship of God to every experience.

The many delegates who came early to attend this conference expressed the greatest interest in the program, and continued in discussion long after the hour which had been set for its close. It was hoped by those in attendance that a similar conference may be presented when another convention time rolls round.

MRS. B. S. WINCHESTER

July-August, 1930

Conference on Public Welfare

MRS. DEVALLIÈRE, Director of the Department of Public Welfare, proved in a flash that the American public has become radio minded when she put her conference into the form of a broadcast "on the coast to coast network over NCPT."

It was a delightful combination of education and entertainment and the audience seemed to sit more easily, as though they were at home in their own living-rooms listening to their favorite station.

After station announcements Mrs. deVallière introduced the chairman of the Committee on Library Extension, Miss Julia Wright Merrill, who, after explaining the general plan of her committee, called upon Mrs. J. Sherman Brown, past president of the Colorado Congress, Mrs. Hugh Bradford, then third vice-president of the National Congress, Mrs. William F. Little, president of the New Jersey Congress, and Mrs. Malcolm G. Wyer, librarian of the Denver Library, to tell about the amazing growth in the number of books, the number of readers, and the progressive methods that they employ to bring the books and readers together. The delegates felt that there is fast developing a reading public, interested in good books and not merely in story magazines.

Next in the broadcast came Mrs. F. H. Devere "speaking from Providence, Rhode Island." Her topic was Safety Radiograms. As chairman of the Committee on Safety she gave us statistics in regard to home accidents that made every parent in the audience wonder with misgiving whether the carbolic acid bottle was on the highest shelf at home, whether the matches were all of the safety type, and whether the gas pipes had any subtle leaks. She introduced her associate chairman, Miss Marian Telford, of the National Safety Council, who gave a delightful television demonstration of how a "safety patrol" should work. This was done by Denver school children who, with scooters, bicycles, express wagons, and

their own feet moved in and out in their own traffic so skilfully that one wondered why they needed any patrol guard. But that was before we thought of the automobile and we later realized that those engines of destruction for playing children demanded new rules. The patrol guards with their Sam Browne belts stood on the curb, controlling the movements of the school children, advising them when and when not to cross the street, and at no time going into the street themselves.

Mr. J. W. Faust was next introduced. As chairman of the Committee on Recreation he broadcast from New York, and roused the interest of the audience in play for play's sake, though he brought in references to moral and character development through wisely directed play. It was easily seen that he wanted us to play, not alone for health and strength, but for the joy and beauty of life and for drawing people together in friendly contact.

Mr. Faust then introduced the young charmer who directed all our play hours at the convention, Mrs. Helen Bolles Johnson. She made us all stand, and without our moving from our places or greatly injuring one another, she put us through a series of morning exercises that renewed our youth and made our sluggish blood and brains move faster—stretching, energizing, relaxing and laughing. It was good fun.

Mrs. A. H. Reeve, president of the International Federation of Home and School, broadcast from Philadelphia on the subject of motion pictures, making us smile, and weep, and boil as we heard the account of how several thousands of school children reacted to the films. She told of children "parked" for the day or evening in picture houses while their parents amused themselves elsewhere, of children who go to the movies every day in the week, and of children whose eyes and nervous systems are greatly injured by much seeing of films.

Mrs. B. F. Langworthy, chairman of the Committee on Juvenile Protection, broadcasting from Chicago, spoke of community influences from which children must be protected. "These influences," she said, "include commercialized child labor, petty

gambling in stores adjacent to schools, in commercial carnivals where paddle wheels are used, and even in otherwise high-grade entertainments given by charitable organizations where raffling is employed." She listed among these community hazards the exploiting of children on the stage, commercially or for our own amusement, and the use of children to attract audiences at motion picture houses.

Finally the announcer, Mrs. deVallière, gave the last station announcements to the dainty, light blue microphone marked NCPT and signed off, leaving the audience refreshed as well as educated. It was a novel and effective method of presenting the work of the committees engaged in the work of the Department of Public Welfare.

MRS. B. F. LANGWORTHY

Conference on Parent Education

THE conference on parent education, presided over by Mrs. Marrs, presented three types of material: first, the reports of the associate managers of the Bureau of Parent Education; second, the two demonstrations on methods of conducting parent groups; and, third, two papers on methods of organizing and carrying on state and local programs. Mrs. E. R. Crum presented a report of the study groups throughout the United States and described the outlines now published in *CHILD WELFARE*. Dr. Thomas W. Gosling and Mrs. Clifford Walker were not present, but Mrs. Walker sent an interesting report on pre-school associations.

Dr. Marion Miller, Associate Director of the Child Study Association of America, presented the *lecture-question method* as the first of the methods of conducting parent education groups. Her topic was "Problems of the Modern Parent." Many questions as to the use of the *lecture method* and as to ways of dealing with special problems in child-parent relationships were asked from the floor.



Dr. Ada Hart Arlitt, Chairman, Committee on Parent Education

The discussion method, as demonstrated by Dr. Ruth Andrus, Director, Child Development and Parental Education, University of the State of New York, was an excellent illustration of the way in which a topic might be developed through the reactions of a large group to a controversial subject. Her topic, "Discipline," aroused discussion from individuals throughout the entire audience. Many points of view were brought to light and many conflicting opinions analyzed.

The second section of the conference was on *methods of organizing and carrying on state and local programs*. Miss Flora Thurston, Executive Secretary of the National Council of Parent Education, showed the wide extent to which state and community resources might be utilized and the methods of making use of these resources. She pointed out some of the dangers of rushing into a program, and in particular she discussed the ways in which leadership should be measured, pointing out that if parent education did not produce growth in the individual parent it was of little value. Many interesting leads for organizing and carrying out programs were brought out in her discussion.

July-August, 1930

Dr. Gertrude Laws, from the Bureau of Parent Education, State of California, presented the last paper of the conference, "Administering and Financing Parent Education Programs." She showed the various ways of meeting local and state situations, and the advantages and disadvantages of types of paid and volunteer leadership in study groups. Her material covered many important phases of financing and carrying on programs.

The conference as a whole presented both the methods of conducting parent education groups and the methods of setting up, organizing, and financing parent education projects with different aims and under many different conditions.

ADA HART ARLITT

Summer Round-Up Conference

THIS year the Summer Round-Up conference took the form of practical demonstration of the work, emphasizing not only the regular physical examination but vision and hearing tests.

In opening the conference, the presiding officer, Mrs. A. H. Reeve, President of the International Federation of Home and School and former Round-Up Director, announced the purpose of the campaign and reviewed its phenomenal growth and the results accomplished in the five years since its inauguration.

Dr. Roderick McDonald, a member of the Colorado Society of Pediatricians, assisted by Mrs. Douglas, public health nurse, Colorado Child Welfare Bureau, gave a demonstration of the regular Summer Round-Up examination. Little Margaret and her mother came to the Round-Up. They were greeted by the nurse who took down a number of items on the record blank concerning Margaret's early health history. After this she was weighed and measured and made ready for the examination. This showed Margaret to be underweight and in need of a tonsillectomy. Her mother was told of the results of the examination and

was urged to have the defects corrected before the opening of school.

Miss Mildred Smith, public health nurse, National Society for Prevention of Blindness, stressed the necessity of vision tests for normal children. She said in brief: "Eye health is an integral part of the general health, both physical and mental. In building for health, the eye as well as all other parts of the body must be considered. General ill health means that the eye, too, is influenced and weakened; conversely, wrong conditions in the eye will have their influence upon the general health.

"Although eye care is given and eye health should be observed right from the day of birth, there is particular need for this attention before entrance into school. Difficulty in seeing, as well as poor sight itself, brings hardships into the securing of an education. Postponement of a check-up on eye health until the second or third year of school life is contrary to the child's best interests."

A vision testing demonstration by means of the symbol "E" chart concluded her talk. We were impressed with the fact that a child who does not need glasses may suffer from eye strain.

The topic, "Hearing Tests of Pre-School Children: Their Medical, Social, and Educational Value," was presented by Mrs. James F. Norris, chairman, Committee on Hard of Hearing Children, American Fed-

eration of Organizations for the Hard of Hearing. Otologists agree that deafness begins in childhood. In order to discover hard of hearing children the 4A, or phonograph audiometer, was developed. Tests were given to thousands of children and thousands were discovered to have varying degrees of hearing defects. From these tests it has been learned that deafness begins ten years earlier than was formerly thought to be the case, and that it must be detected in its incipency if it is to be arrested or cured.

Mrs. Norris said that much can be done medically for hard of hearing children. By removing wax impactions and foreign bodies much defective hearing is made normal. Removal of diseased tonsils and adenoids; care of teeth; reducing head colds and running ears lead to marked improvement in poor hearing conditions. She stressed the fact that if a child is not hearing all that is said to him, or if he is hearing only when conditions are entirely favorable we must discover the fact. When he hears because conditions are auspicious and later does not hear because they are inauspicious, we are apt to label him as inattentive, or disobedient, or unresponsive. If because of hearing impairment he is not fully benefiting from group play we must know what to offer him and how to handle him.

Mrs. Norris concluded her talk with a demonstration of the 4A, or audiometer, test.

RUTH A. BOTTOMLY

Summer Round-Up Medal Awards at Denver Convention

OHIO

State Branch having the largest number of units carrying through the 1929 Campaign—157 Associations.

MICHIGAN

State Branch registering the largest number of units in the 1930 Campaign before April 15—330 Associations.

DISTRICT OF COLUMBIA

State Branch registering the largest percentage of its units in the 1930 Campaign before April 15—67 per cent.

Conference on State Bulletins

At the 1929 convention of the National Congress of Parents and Teachers the state presidents expressed a desire that definite facts about state bulletins might be available at the national office for their use and for the use of others seeking information on this subject.

In accordance with this request a questionnaire was prepared by Miss Frances Hays, national Extension Secretary, covering the main problems which are met in the publication of state bulletins. These questionnaires, which were sent to each state president, were answered and returned by twenty-five presidents or editors. In preparation for the state bulletin conference at Denver a large chart was made which includes the facts in the returned questionnaire. In graphic form it gives a clear-cut picture of the development of the bulletins of the twenty-five states which replied. A card list of this information is also available at the national office.

The purpose of the 1930 conference was to bring into closer understanding and acquaintance those who are responsible for editing and managing state bulletins. The importance and general desire for such a conference was more than demonstrated by the fact that 105 attended it. All showed such keen interest that a request was expressed for a second meeting during the convention.

Mrs. E. C. Mason, editor of *CHILD WELFARE MAGAZINE*, presented some interesting facts to show how the magazine handles material sent from state publicity chairmen, and asked how best the magazine could help further the cooperation between the national and state publications.

It was unanimously requested that more space be devoted in the magazine to "Out Among the Branches," that the Child Welfare Company be asked to furnish a small cut of the cover of the magazine for each bulletin editor, and that each editor be asked to give monthly one-quarter page to coming articles in *CHILD WELFARE*.

It was voted that the following recommendation be forwarded to the chairman of the committee on revision of requirements for Standard and Superior Associations: "That one of the requirements for a Standard and a Superior organization be a certain number of subscriptions to the state bulletin."

Miss Isa Compton, from the national Bureau of Publications, spoke at some length about the plate service which the national office has made available to the state bulletins. It was asked that some of the plates be made half-size so that they could be used by small bulletins. Miss Compton consented to send to each member attending the conference a table of contents of plate service. After much discussion it was agreed that the bulletin editors would most appreciate the plates containing outstanding national information, lists, programs, pictures, and statistics.

What should a state bulletin contain? This question was answered as follows: Names of the state and national officers and state chairmen; the state president's message; news and articles from local and state chairmen; national and international news; plans, projects, and other helps contributed by state chairmen; and district and city council news. A state bulletin should not overlap the national magazine.

Much discussion arose concerning the advisability of a "Children's Page" in state bulletins. The conclusion reached was that *CHILD WELFARE MAGAZINE* be urged to give some space to material suitable to be read to children.

I can close this report in no better way than to quote this statement made by Mrs. E. G. Quamme, editor of the Minnesota Parent-Teacher; "We send our bulletin free to every member, to county superintendents, county nurses, all heads of public instruction, and to all editors in the state. The bulletin has been most valuable to parent-teacher development in the state; forty-seven new units were added during the year because of the educational work done by the bulletin."

MARY ELIZABETH RAFTER



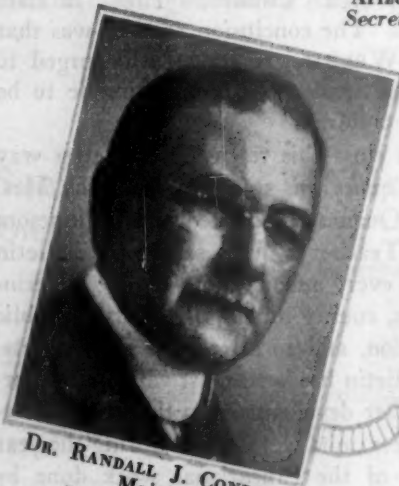
JOY ELMER MORGAN
District of Columbia
Member-at-Large



MRS. B. F. LANGWORTHY
Illinois
First Vice-President



MRS. E. ELMO BOLLINGER
Arizona
Secretary



DR. RANDALL J. CONDON
Maine
Member-at-Large



MRS. J. SHERMAN BROWN
Colorado
Third Vice-President



MRS. LOUIS T. DEVALLE
New Jersey
Fourth Vice-President



Left: Mrs. S. M. ...
President, and ...
Budget Committee ...
Caval to the New ...
Mrs. H. ... California

THE NEW EXEVE C



S. Mrs. Texas, Retiring
and Nod Chairman of the
Committee the Congress
New
Hucan, California



Mrs. F. M. Hosmer
New York
Second Vice-President



NEWELL W. EDSON
New York
Member-at-Large



Mrs. B. I. ELLIOTT
Oregon
Treasurer



MISS CHARL O. WILLIAMS
District of Columbia
Fifth Vice-President



Mrs. B. C. HOPKINS
Iowa
Sixth Vice-President



Mrs. HERMAN FEGER
Tennessee
Seventh Vice-President

EXECUTIVE COMMITTEE



On the Way



Getting the View



The Motor Club

Denver Moun Seen By a

ON Wednesday afternoon three hundred delegates boarded cars for a trip through the Denver Mountain Parks. Led by a motor patrol the caravan passed out from Denver, through Golden, Colorado's first capital, up Lookout Mountain to the grave of Buffalo Bill where a stop was made to visit the tomb of the intrepid pioneer and to examine the relics of early Colorado history housed in Tahaska Tepee on the very crest of Lookout.

The day was clear, revealing from one vantage point, eight thousand feet above the sea, an ever widening panorama of mountains on one side and fields and plains on the other.

"It is like a national convention," spoke one guest, "affording a vision of the greatness of God's plan, just because we are high enough to see it."

The drive continued on past Genesee Mountain, home of buffalo and elk, past Phillius Park, Bergen Park, the foot of Squaw Mountain sheathed in snow, down through Evergreen, half hidden by towering silver spruce, following the tumbling Bear Creek to the Motor Club of Colorado.

As the guests approached the Motor Club they were greeted by a trumpet's clarion call sounded by three boy scouts who stood on the point of the lawn in front of the bridge over Bear Creek. As each car full of guests neared the bridge, the trumpets issued a call of welcome which was in the heart of every Colorado member, and with this welcome song still echoing from canyon wall to canyon wall the happy guests filed in for tea, not conventional tea and wafers, but sandwiches, coffee and pie, carrying a flavor of the hospitality of the Old West.

The homeward drive down Bear Creek presented a new picture at every turn—and turns were many—the smooth white road

tain Parks As Delegate

now skirting the stream, now high on the canyon wall overlooking a world in miniature. The newly opened park of the Red Rocks afforded another thrill. The road, lost in circuitous windings, seems always trying to escape from great prehistoric creatures towering skyward, cut in fantastic figures by centuries of wind and sand and rain.

Leaving the Red Rocks our road lay between green fields and pleasant homes, until tired and happy we drove back into Denver, just as the setting sun cast its last rays on the golden dome of Colorado's capitol.

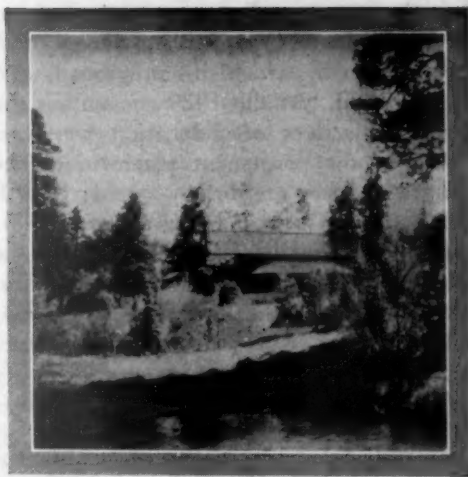
"If you would know the true glory of the sunset, and the sympathy of God's coloring, then you must seek out the mountain crests to stand alone with Nature in her gorgeousness."

EXHIBITS

THE exhibits at the thirty-fourth annual convention of the National Congress of Parents and Teachers were opened with an informal reception on Monday, May 19. National officers, state presidents, national chairmen, bureau managers, many state, council, and local officers, and other delegates from 47 states and Alaska, visited the exhibits on the opening day. Many returned to the exhibit rooms before, between, and after sessions all during the convention to study and make notes about parts of the exhibit that were of special interest to them. Lists of publications of the Congress and its cooperating agencies, and many valuable pamphlets were distributed from the information booth in the exhibit room.

The exhibits were arranged to carry out the recommendations of the state presidents

July-August, 1930



Bear Creek



The Golden Dome



The Setting Sun

that they present the permanent platform of the National Congress and the plan of organization by which this program is carried forward. At the 1929 convention the Seven Objectives of Education were accepted as the permanent platform of the Congress. They are, briefly stated: Health and Safety; Worthy Home Membership; Mastery of the Tools, Technics, and the Spirit of Learning; Vocational and Economic Effectiveness; Faithful Citizenship; Wise Use of Leisure; and Ethical Character.

Several hundred copies of a mimeographed statement giving an explanation of the plan of the exhibits and a brief outline of each objective, with a short list of helps available on each, were distributed from the information booth. Single copies of this statement will be sent from the Extension Division of the national office on receipt of six cents postage, as long as the limited supply lasts.

The pictures which were displayed in the booths caused much favorable comment. They were chosen by the committee for the exhibit in cooperation with Mr. J. Winthrop Andrews, national chairman of the Committee on Art, and were loaned by Raymond and Rissling of New York City. The limited space makes it impossible to give a full description of each picture, but for the many who wish information this list is given: *Children of the Sea*, by Charles Atamian, *Health and Safety*; *Happy Hours*, by Bernard Pothast, *Home*; *The Young Student*, by Rembrandt Harmensz Van Ryn, *Learning*; *Coal, Bread, and Iron*, by Fritz Gartner, *Vocation*; *Abraham Lincoln*, by Griswold Tyng, *Citizenship*; *Autumn Glory*, by Edward Cucuel, *Leisure*; *Galahad, the Deliverer*, by Edwin A. Abbey, *Character*.

A section of the exhibit, planned to show the structure of the Congress, included Congress bureaus, the main features of state

organization and outstanding state-wide projects, the work of councils and local associations. The exhibit of state, council, and local procedure books, and state-wide projects was most helpful as well as attractive. The projects were presented by means of posters, books, and models. These book and project exhibits were prepared by the states.

Many were interested in the personal Founders Day scrapbook of Mrs. David O. Mears, which she very kindly loaned for the exhibit. This convention marks the 20th year for the observance of Founders Day which was inaugurated by Mrs. Mears.

The display of the work of Congress bureaus was a popular part of the exhibit. The Bureau of Publications had a complete display of Congress publications including new publications just off the press. The Bureau of Rural Life showed slides suggesting activities for parent-teacher associations in rural communities. The always popular exhibit of the Bureau of Publicity attracted even more attention than usual this year. Many more publicity books were rated and exhibited than ever before. The map showing state organization and budgets for publicity was also an attraction to those responsible for publicity in the states. The Bureau of Program Service exhibited a valuable collection of programs and program suggestions. The Bureau of Parent Education had a display of books and pamphlets of special interest to study groups.

The CHILD WELFARE MAGAZINE exhibit included a display of back issues showing the growth of the official publication of the National Congress of Parents and Teachers. Besides this exhibit seven posters were displayed, one under each of the seven objectives, giving a brief classification of articles that have appeared in CHILD WELFARE during the year.

GRACE M. POPE

July-August, 1930

Class in Program Building

CLASSES in program building were held the first three mornings of the 1930 convention in Denver. That one hundred and twenty-five delegates gathered each morning at 8:30 testified to the interest in the subject. Mrs. Frederick M. Hosmer, Manager of the Bureau of Program Service, presided and Dr. Ruth Andrus conducted the class work by means of the discussion method.

The group was already convinced of the two fundamental principles of sound program making, (1) that the program of the local unit should be planned to meet an educational need, and (2) that it should be within the function of the parent-teacher association.

How and by whom is the study of community needs to be carried on? This question was discussed at length. It was suggested that the executive committee was the logical group to make the study; that the program committee should be authorized to make the survey of needs; that a special committee be appointed; that a questionnaire be submitted to the entire membership; that a meeting be devoted to discussion of the plan of work for the next year, so that there might be a general participation of members in the work. The conclusion was that each association may develop its own machinery, but that school authorities should belong to the conference group, or should be consulted before the plan of work is decided on, and that experts should be called in to advise on specialized lines of work.

Naturally, with the study of needs to be met, there must be at the same time an analysis of these needs in terms of the functions of the Congress. Many interesting questions were raised as to what studies and

activities might legitimately come within the program of the parent-teacher association. Specific problems were introduced and the discussion was animated. The group decided that an informed and active public opinion on community problems is necessary if children's interests are to be safeguarded.

An informed and active membership is another fundamental objective of association programs. The members should know the organization, the history, the principles and policies of the national and state congress. There should be made available to them the findings of modern science in the fields of child development and human relationships; that is, education in parent-child and teacher-pupil relationships. The first is necessary if the second is to be successful. The first without the second does not result in a growing organization.

To summarize:

Programs should be the outgrowth of a study of community needs.

Programs should develop an informed and active membership.

Programs should integrate the business, social, study, and activity interests of the association.

Each program should be evaluated in terms of the association's objectives. Out of such evaluation come suggestions for the next year's program.

When the parent-teacher programs become real programs of community education—adult education in its widest sense—then such programs will become an inherent part of each school system and teachers will have time and energy to participate. Then each superintendent will realize what one recently expressed: "An educational program carried on for parents, teachers and other adults interested in children by the parent-teacher association means an informed public, and this is the greatest contribution the parent-teacher association may make to modern education."

CAROLINE E. HOSMER

If you are one of our readers, included in a cross section of the subscription list, who received a cherry colored questionnaire and if you haven't gotten around to answering it won't you take this time to do so? Advertisers are sure to be interested in the answers to these questions, and all parent-teacher folks will be glad to have advertising interest converted into financial assistance for their work. Details of how this works out in bonuses have been sent to state magazine chairmen.

Class in Social Hygiene

Training for Marriage and Parenthood

UNDER the above topic Mrs. Margaret Wells Wood, associate chairman of the National Committee on Social Hygiene and field lecturer of the American Social Hygiene Association, conducted four classes during the Denver convention. She set as her objective such education of both boy and girl that they may bring to the home partnership: (1) strong, understood, and respected bodies, under sure control; (2) keen, alert, trained minds; (3) qualities of character essential to a successful partnership—cooperation, fair play, dependability, persistence, unstinting service, good humor.

To attain this objective Mrs. Wood developed four sex-education needs of the preschool child: a wholesome attitude toward the body and its functions, including a scientific vocabulary for body parts; an early understanding of the likenesses and differences between the sexes, both adult and child, gained through natural experiences of dressing, bathing, playing, and working together; a simple understanding of life origins and a sound attitude toward it; a comprehension of the child's active and contributing part in the family. The opportunities for this education appear repeatedly in the daily life of the child and can easily be made use of by the alert parent who is anticipating them.

Among the needs of grade school children as their part of training for marriage is an understanding of life processes, including the reproductive process, through nature study. The keeping of animal pets is an excellent medium for such nature study. From this may evolve a knowledge of how the human family is formed, the father's part in reproduction, and the family care given the child. During this period the child should develop many creative outlets in play, sports, hobbies, and wise uses for energy. Here, too, begin the ideals of boy and girl behavior that later blossom into manhood and womanhood. The problems of the period—vulgarity, crude stories, ex-

hibitionism, masturbation, and unwholesome attitudes—may be largely avoided if parents and teachers use their opportunities to guide these situations before they become problems, in place of evading them or giving them up.

In order to lay family foundations during the junior high school years the child should have just before puberty a knowledge of what maturing brings to the boy and girl by

way of new physical powers, new feelings and new responsibilities and opportunities. The maturing girl is entitled to interpretations not only of fine womanhood and of her special body functions, but also of responsibilities and ideals for personal conduct, especially in her relationships with boys. In the same way the boy needs an understanding of the phenomena of reproduction and of his development into the privileges and duties of fine manhood. Both boy and girl need many experiences in fair play, self-control, happiness, and service, until these become second nature. The home and the school have a definite share



Margaret Wells Wood

in these interpretations and this training. And, as during the previous age period, the situations resulting from rapid growth, emotional instability and social inexperience, can usually be met by parent and teacher before they become problems. It is sound education to anticipate problems. It is equally sound education for adults to set examples which children should follow.

Adolescence brings a widely increasing number and variety of boy-girl contacts, and these far more than facts or precepts set standards, ideals, and attitudes of sex conduct. Hence there is especial need at this time for wholesome interpretations of these experiences on which the adolescent may base his choice of conduct. It is unthinkable merely to let youth drift unguided through the important situations concerned with mutual attraction, comradeships, choice of mate, love and courtship. It is equally unthinkable to let youth experiment blindly with their emotions, hurt their finer sensibilities, and blunder into relations which often lead to illegitimacy, prostitution, venereal disease, and unhappy marriages. No youth wants to blunder here.

Every experience of parent and teacher proves that youth are eager to learn the best and finest about these relationships, which are so intimately concerned with what is most precious in their lives. The school long ago learned that through normal inclusion of appropriate materials in regular courses it could do an important part in this guidance, and educators are increasingly looking to parent-teacher associations for support in this work. Parents are beginning to do their share with their own children, but are more and more feeling the need of the special help that the school can give. The church also is awakening to its responsibility and opportunities in the matter, and the agencies that guide youth are constructively facing the situation. The community is more and more meeting its duty of making a wholesome environment for children and youth. In all these moves looking toward better training for marriage and parenthood there is constant need for the help of parents and teachers. This is one of our present great challenges in child welfare.

NEWELL W. EDSON

The Congress and its Publications

WHAT the life blood is to the body, publications are to the National Congress of Parents and Teachers. They bathe the living cells of the organization with a stream of facts, plans, ideals, and inspiration. They maintain a continuing record of the organic life of the Congress. They give direction and focus to the activities of local associations. They support the work of the departments and committees. They are a means of extending Congress ideals into individual lives and homes. They lay the foundation for an informed membership, a trained leadership, and an educated parenthood.

It will take years of careful work to build up a system of publications which will adequately serve the huge membership of this great organization. The National Congress of Parents and Teachers has accepted responsibility for promoting ideals and activities which vitally concern the life of our people. The Congress can meet this responsibility only in proportion as it is able to inform and inspire the individual member.

JOY ELMER MORGAN

Class in Publicity

THE class in publicity attempted to find in a study of inside and outside publicity new avenues for broadcasting parent-teacher work.

In discussing outside publicity methods, Mrs. Mark Pierce, assistant manager of the Bureau of Publicity, presented:

1. Hints and helps to local chairmen, with lists of errors and frequent failures.
2. Types of news releases from state chairmen to local and council chairmen carrying state activities and projects.
3. Types of national news releases to be relayed from state chairmen to local and council chairmen.

Mrs. Pierce made a plea for organized work. The publicity chairmen should have a list of names, addresses, and titles of members working with her and of officers about whom she may need to write. Biographies, speeches, and pictures help get a story published by giving it a personal touch.

Read the papers you will use and familiarize yourself with their style. Get an interview by appointment with the editor and department head who will handle your material. Learn their special rules as to copy, length of articles, and time of sending to the office.

Keep a carbon copy of the article sent and compare it with the published article. If changes have been made by the editor ask the reason, but not in a fault-finding manner.

If possible subscribe to a clipping bureau. Keep a scrapbook of articles published. Verify all publicity you receive.

Try to tie in national projects with local projects whenever possible, as, for example, the Summer Round-Up of the Children. The national office receives only those clippings in which the National Congress is mentioned.



Mrs. J. E. Hayes

Never start a story with "the." "With" or some other preposition makes a better beginning.

If material given to papers is not satisfactory to editors it is the business of the publicity chairman to find out what they want and to supply it.

The "Publicity Primer" gives the fundamentals of publicity writing. All chairmen should have copies of this book and of the "National Handbook." Chairmen must thoroughly know parent-teacher work if they are to promote Congress ideals.

Be sure to see that publicity assistants have reports of accomplishments. Express appreciation to associations which have assisted, and send them copies of material supplied by them.

Check up accomplishments carefully so that in future reports you can show results of previous undertakings.

Perfect planning promotes participation.

Mrs. J. B. Moody, bureau assistant, presented the technique of getting into the papers, using a special project as an illustration.

She said that the most important factor in successful publicity is the chairman. Most people are afraid to take the job. It seems

heavy to them, but a great mistake is made if the president in selecting a chairman tells her that there will not be much work to do. She should tell her it is the most important job that she has to offer and will give great personal satisfaction. The publicity chairman should be made to feel her responsibility.

Start your campaign by promoting a definite project such as a student loan fund or whatever is interesting your association and community. Have something in the papers every few days about it. The papers will give you all the publicity you desire if you get the information to them. Use pictures of the chairmen of the various committees.

The outstanding quality of the publicity chairman should be enthusiasm. If the chairman is lifeless and unenthusiastic she is not the person for the job. She must have faith in the ability of the leader and be impartial to all groups and cliques. She should have initiative and be able to get information from the department chairmen without receiving definite instructions from the president. Discriminating use of the radio was recommended.

The relationship of publicity to parent-teacher associations was ably presented by Mrs. Bert McKee who pointed out that the publicity person is as vital as the president in the success of the parent-teacher association because it is her task to interpret to the world the work which parents and teachers are undertaking.

The radio talks of Miss Grace Abbott of the Children's Bureau on the Summer Round-Up were linked up with the work of the state health chairman. The news was sent out through a news service and the clipping bureau revealed that thirty stories on the Summer Round-Up had appeared in various Iowa newspapers during the period of broadcasts, thus materially assisting the Round-Up campaign.

Mrs. McKee stated that her check through a clipping service evidenced the fact that the parent-teacher movement had received \$37,000

worth of space each year, at the rate of thirty cents per inch. "Make the investment constructive," she added. In the words of a famous newspaper woman who addressed the class, "If your publicity pays dividends on the investment represented you must be doing tremendous things."

Mrs. E. E. Byrne, bureau assistant, presented the technique of producing "Convention News," published during state and national conventions. She reminded us that if the News is to be financed by advertising certain ethics must be observed, in order that the interest and friendship of patrons be held and that the paper shall not appear overburdened with advertising. Mrs. Byrne urged the necessity of a careful contract and careful proof-reading.

Mrs. E. R. Kalmback reported that 268 publicity scrapbooks were received this year from local associations in 36 states. Many of the books were so artistically made that the matters of publicity was almost lost in the elaboration of a beautiful book. Because of the overwhelming task of rating such a great number of books, it was suggested that some other method of checking up on publicity be found for national conventions. "The contest idea has never been a part of the plan," said Mrs. Kalmback, "and small associations with no money to put into publicity scrapbooks are discouraged by the elaborate and beautiful books which are submitted." Recommendation was made that the press chairman should be the one to make the publicity books.

As a parting suggestion, Mrs. John Hayes, acting manager of the Bureau of Publicity, gave a list of Congress reading matter useful to chairmen. "In your press work," said Mrs. Hayes, "first make the people *see* your article, then make them *read* it, *think* about it, and *believe* it. If press chairmen have a real understanding of the Congress and its work, all the world will grow to appreciate its program."

ANNA H. HAYES



School Education Luncheon

AN outstanding event of the convention of the National Congress of Parents and Teachers at Denver was the education luncheon arranged for the Committee on School Education by a group of Denver teachers under the leadership of Miss Anna Laura Force and Mrs. Margaret Mendenhall Smith.

Three speakers of national prominence presented addresses of more than usual interest. "The Extension of the Program of the National Congress of Parents and Teachers" was discussed by Dr. Randall J. Condon, director of the Department of Education of the National Congress of Parents and Teachers and former superintendent of schools at Cincinnati, Ohio. In enlarging this topic Dr. Condon declared that the ultimate goal of the National Congress would not be reached till its influence is extended to affect every one of the 700,000 schools in the land, country as well as city, college and university as well as elementary and secondary, and every one of the 25,000,000 homes of America, humble and exalted alike. Especially should its influence and helpfulness extend to the handicapped children to make them into useful, happy elements of society. It is Dr. Condon's opinion that a new committee should be created in the Congress to concern itself with these physically and mentally handicapped. Thus through a broad extension of the influence of this great organization, limited only by needs of homes and children, Dr. Condon believes finer character and morality will be developed and finer and better homes maintained.

The second speaker on the program, Mr. A. L. Threlkeld, superintendent of schools at Denver, discussed the question, "Who Shall Control the Public Schools?" In the course of his remarks Mr. Threlkeld declared that the people must control education, for they alone are in sympathy with the ideal of education, of and for the people. From this desire of the people to con-

trol their own schools, there has been evolved the small school board which best guarantees the preservation of American ideals of education. According to Mr. Threlkeld the success of even this agency will depend upon eternal vigilance of the people, and in his opinion the only nationwide organization that can be dedicated to maintain this eternal vigilance is the National Congress of Parents and Teachers.

The advantages of an Opportunity School to society were pointed out by Miss Emily Griffith, who stressed the relation of this type of school to parents and to the community. Miss Griffith, principal of the Opportunity School at Denver, has first-hand knowledge of how such an institution functions in the life of every member in the community by offering to each opportunity for advancement along a line most suited to his nature. To one who is daily engaged in work wholly to his dislike these schools open a new world of hope and encouragement. During his unemployed hours he can fit himself for work which is satisfying and which will help him to find his proper place in society. Miss Griffith believes that when Opportunity Schools are established in every community in the country, one will find fewer discouraged, unhappy misfits, fewer drifting young people, and a resultant lessening of crime. It is her opinion that when we have an adult-in-school population, the community will view differently the aims of school administrators and will wholeheartedly support legislation designed to increase and equalize educational opportunity.

Miss Charl Williams, national chairman of the Committee on School Education, who presided at the luncheon, closed the meeting with a résumé of the work of her committee. Since the Committee on School Education was created "to keep the organization informed as to new movements in education and new opportunities for the cooperation of the home with the school program," a leaflet designed to carry out this mandate of the Congress was prepared and distributed by the thousands last year. This leaflet discusses such questions as up-to-date school-

house construction, retirement and tenure plans, efficient attendance laws, state equalization funds, the new curriculum, and the creation of a Federal Department of Education with a Secretary in the President's Cabinet which would undertake scientific studies of such problems as the leaflet outlines, together with many others, the solution of which would be of untold benefit to the schools of our country. This last phase of the work of the committee has long had the support of the National Congress of Parents and Teachers.

So successful was this education luncheon, the first of its kind ever held, that a desire was expressed on all sides to make it an annual function of the convention.

CHARL ORMOND WILLIAMS

National Life Membership Dinner

THE speakers at the National Life Membership Dinner at Denver brought out clearly the value of life membership to the National Congress and to the life members themselves. Suggestions were made both in regard to increasing the number of national life members and their opportunities for usefulness.

The dinner was held Monday evening, May 19, in the Palm room of the Brown Palace Hotel.

The large national life membership silver cup stood on one of the tables and Mrs. Arthur C. Watkins, Education Secretary of the Congress, told the story of the donation of this beautiful cup by Texas, to be the prize each year of the state branch having the largest number of national life members. The cup and its story excited much interest. Mrs. Watkins also had a word to say about the emblem which each national life member is entitled to wear.

Mr. Joy Elmer Morgan, Editor of the "Journal of National Education Association," explained how the National Education Association has developed the life membership idea. It is worthy of note that the amounts received by that association, as

life membership dues, have played an important part in providing funds for carrying out the plans and projects of the association.

Dr. Randall J. Condon stated that he was a firm believer in the value and usefulness of national life memberships. As evidence of his belief he told of his presentation of a life membership in the National Congress to his grandson, Randall Condon Foster, on the grandson's first birthday.

The chairman of the Endowment Fund Trustees of the National Congress presided at the dinner and sketched briefly the growth of the fund from its creation in 1914. At the present time this fund, a large part of which has come from national and state life membership dues, is in the hands of trustees under a written trust instrument and amounts to more than \$51,000.00. The chairman suggested that the next convention of the Congress consider the advisability of granting to life members the right to vote at the annual conventions of the Congress and of allowing life membership dues to be paid in installments.

One of the speakers emphasized the value to the Congress of a body of life members, many with long experience in the work of the Congress, all interested in its purposes, and fully organized to give united consideration to the various matters that are presented annually to the convention of the Congress.

At the close of the dinner national life memberships were pledged for Mr. W. E. Baker of Colorado, Miss Sarah Frost of Arkansas, Mrs. J. C. Jones of Texas, Mr. E. C. Mason of Massachusetts, Mrs. E. R. Russell, Mrs. E. O. Siecke, Mrs. N. C. Smith and Miss Mary Carter Toomey, of Texas, Mrs. L. E. Watson of Connecticut, and Miss Charl O. Williams of the District of Columbia.

The success of the dinner, which was well attended, was due in large measure to the efforts of Mrs. Fred Dick of Denver, a national life member of long standing who enthusiastically believes in the promotion of the life membership idea.

EDWARD C. MASON

A Mother Writes Home from the National Convention

May 21, 1930.

DEAR ANN:

We did as you told us to—we went to the Gold Star Dinner last night—and I'm certainly glad we took your advice and got our tickets the minute we landed in the Brown Palace. It was just as you said it would be, they couldn't accommodate all who wanted to get in, and by six o'clock the place was packed. The dining-room looked lovely. We were met at the door by one of the hostesses. I learned later that she is the Colorado chairman of Child Welfare Magazine—and when I told her that you were home sick and that was why we were there, she couldn't do enough for us. She guided us to a table in the middle of the room where we could see and hear everything and introduced us to a couple from Minnesota who were in the most wonderful spirits because, as they told us, their state was going to receive the Gold Star Honor Shield at this dinner. One of them pointed out Dr. Myers and I took a good look at him because you said he helped you so with the children. He's medium height, bald-headed, and wears glasses. One of the ladies at the table told me that every once in a while he gets off a good joke about his bald-head; says you can't keep a good man from coming out on top. Father will be making use of this from now on.

But my, how Dr. Myers can talk! He held us spellbound and told us many things that I wish I had known when I was a young mother. I knew you'd want to hear what he said so I took some notes. He said:

"Most of us annoy our children. We must recognize our frailties and strive for gradual self-improvement.

"We should not be over worried upon listening to the expert who knows our shortcomings, nor upon reading books designed to reveal the shortcomings of the average parent. Some parents meet life situations better than those who tell us how.

"It is not enough that we reduce the annoyances in our homes. There must likewise be real affection. Go ahead and kiss the baby sometimes, even though it may be a bit hard on him; it is a help to keep alive the mother's finer feelings until she can express them later more intelligently.

"Express your affection in sympathy, never using shame or ridicule—see as he sees, think as he thinks, enjoy as he enjoys. Other things



*Gold Star Honor Shield won by
Minnesota Congress*

may wait, but the human heart of a little one cannot wait.

"Express your love in the tone of voice you use. There is no caress like the caress of a sweetly spoken 'good night' from the heart of a child.

"In our eagerness to understand and be sympathetic, in this modern world, we sometimes lean too far in the other direction and permit a child to grow up without realizing the necessity of restraint. The child who does not learn restraint before he is old enough to go to school seldom learns it

later. Early restraint is the foundation of law and order, and various other qualities of fine citizenship.

"Believing heart and soul in the purposes and ideals of the National Congress, proud of its services, proud of our own small part in it we are, therefore, proud of its official mouthpiece, servant, and interpreter—the CHILD WELFARE Magazine. The more readers you and I make for it, and the more homes we help to place it in, the more do we proclaim our faith in the ideals of the Congress, and the more devoted to the cause of childhood have we proved ourselves to be."

I will have to agree with you, daughter, that Dr. Myers's articles must be worth reading. I'll borrow your back copies of Child Welfare when I get home!

The thing that impressed most of the people, aside from Dr. Myers, was the fact that all the state magazine chairmen and the state presidents who represented the Gold Star Honor Branches were at the head table. That certainly was a tribute to their efforts and I suppose the branches that were not represented felt rather out of it, but as I said to a woman next to me, "There are other years." The blue and gold program contained a list of the Gold Star States and as each state representative was introduced I jotted down the names:

Minnesota—6 stars; represented by Mrs. W. M. Weeks.

Arizona—5 stars; represented by Mrs. J. L. Murphree.

Arkansas—5 stars; represented by Mrs. J. B. Leatherman.

Idaho—5 stars; represented by Mrs. A. R. Thomas.

Illinois—5 stars; represented by Mrs. Dan Pagenta.

New York—5 stars; represented by Mrs. L. B. Stevenson.

Pennsylvania—5 stars; represented by Mrs. Wm. Brice, Jr.
 California—4 stars; represented by Mrs. F. V. Vollmer.
 Dist. of Col.—4 stars; represented by Mrs. Joseph N. Saunders.
 Kansas—4 stars; represented by Mrs. Reece Bowen.
 Michigan—4 stars; represented by Mrs. J. K. Pettengill.
 Mississippi—4 stars; represented by Mrs. W. D. Cook.
 North Carolina—4 stars; represented by Mrs. Raymond Binford.
 Rhode Island—4 stars; represented by Mrs. Albert Murdock.
 Vermont—4 stars; represented by Mrs. Julius Willcox.
 Colorado—3 stars; represented by Mrs. L. C. Gerding.
 Missouri—3 stars; represented by Mrs. J. F. Cook.
 Oklahoma—3 stars; represented by Mrs. Chas. D. Johnson.
 South Dakota—3 stars; represented by Mrs. Chris Hirning.
 West Virginia—3 stars; represented by Mrs. Donald Clarke.
 Wyoming—3 stars; represented by Mrs. J. H. Jacobucci.

There were prizes for the Oak Leaf Contest winners. Mrs. L. B. Stevenson, of New York, got the award for her state, \$50; Mrs. J. B. Leatherman, \$50 for Arkansas; Mrs. Albert Murdock, \$50 for Rhode Island; and Mrs. J. L. Murphree, \$50 for Arizona. When these representatives came forward for the awards the delegates sang the state songs and celebrated in grand style. Father and I are coming with you next year if for nothing else than to see you enthuse when our state is called.

Mrs. V. F. Vollmer, of California, received the Ella Hoover Thatcher Award of \$25 for her state.

And then Mrs. Remington, president of the Magazine Company, who presided, presented the Gold Star Honor Shield to Mrs. W. M. Weeks, of Minnesota. Well, those Minnesota people were the happiest crowd you ever laid eyes on. They passed the shield around for others to admire, but I noticed that Mrs. Weeks kept her eye right on it. She wasn't going back to Minneapolis without it!

Had you been with us, you would have had a wonderful time getting acquainted with the editor, the associate editors, and contributors. All of them, except Mrs. Buhlig, were on hand, with ready smiles and cheery greetings: Mrs. Martha Sprague Mason, Mrs. John Hayes, Mrs. Watkins, Miss Hays, Mrs. Crum, Mr. Faust and Mrs. Cope, and of course, Dr. Myers. Other Congress leaders came to mingle with the guests and to honor the states that had worked so hard to earn their stars and to promote the official publication.

It really was an inspiring celebration and I'm glad you insisted on our coming as long as we were visiting in Denver.

Affectionately,
 YOUR MOTHER

July-August, 1930



"Here We Go Looby Loo"

AND HOW" as our children and yours would probably end it. Oh, yes! I neglected to mention the time and place where we went Looby Loo. This happened at the first recreation hour of our national convention in Denver. There is no reflection on previous convention play hours, but we feel that this year's were the best ever. That is the way it should be; each succeeding year should improve on the past. Due to the interest, energy, and guidance of Miss Anna Louise Johnson, Director of Recreation for the Denver schools, and to her associates in the school system, we were able to provide such delightful play programs. The play leader for Monday and Wednesday nights was Mrs. Helen Bolles Johnson, daughter of Doctor Bolles of Denver, whom so many of us knew.

Programs and planning are necessary, but the final factor which gives tang and zest to our play nights is the character and personality of our play leader and her floor staff. The adjectives most frequently applied by the players to the play leader those nights were "charming" and "entrancing."

Yes, we Looby Looed and marched and counter-marched and spiraled and twisted until we didn't know whether we were doing Jump Jim Crow or what, all leading up to the climax of the evening when the entire company of delegates playing was divided into four indoor track-teams and a large indoor meet was held. Each team had a cheerleader and a yell with flags and all

the other paraphernalia necessary to work up enthusiasm. The contest was thrilling, especially in such events as the Standing Broad (reaching); Running high (singing). This was the most humorous event of all and revealed some hidden Galli Curcis. It was an interesting demonstration of High C's, but not of I. Q's.

One tall, sedate, white-haired lady sat down next to us exhausted in the middle of one of the games with the comment, "What a tragedy to have the spirit of youth and the body of age."

Wednesday was the day at the convention when we not only played but talked about recreation. This began Wednesday morning at the general meeting of the Public Welfare Department. This meeting was staged by our Fourth Vice-President, Mrs. de Vallière, as a broadcast. There was an imitation "mike," and there were weather reports, time signals, and all the other "business" of a studio broadcast. Everyone enjoyed this tremendously. During this session we had a ten-minute talk by the national recreation chairman on

"The Influence of Play On the Life of the Child." This briefly covered the contribution which play makes to the physical, mental, and character development of the child. We must give you one quotation from Joseph Lee, which, like so many of his writings on play, are worth passing on to you:

"Play represents, in education, Nature's prescribed course. What we may choose to do in school or elsewhere is an elective very valuable in providing that we shall grow up wise and useful, fitted to our particular surroundings. Play represents the vital part,

without which we shall not grow up at all."

In the evening recreation appeared under the subject of "Leisure and Living," an address delivered by the national recreation chairman. Here was set forth a brief history of the recreation movement, with an account of the considerable contribution of the National Congress of Parents and Teachers to the recreation movement from the point of view of our three spheres of interest, the home, school, and community. Data from state reports helped to make more vivid the parent-teacher contribution.

The most interesting and delightful play period of the convention came after this meeting in an hour of folk-dances. Mrs.

Johnson had a staff of eight women from the Physical Education Department of the Denver schools in folk-costumes to assist her. Each dance was presented step by step to this group and then each of the group took a partner, doubling the number of dancers; then each member of these groups took partners and so on. In less than five minutes two or three hundred people were dancing the folk-dances with all the

joy and abandonment that folk-dancing induces.

Both the Monday night and the Wednesday night play programs were planned so as to suggest material that could be used at state, district, county, and local parent-teacher meetings and at home.

It is impossible to convey to you the joyousness and the delight of the delegates and others in our playtime at the convention. You must come for yourself to see what it would be like to have such play nights at your association and state meetings.

J. W. FAUST

July-August, 1930



The Youngest Visiting Delegates from Arkansas

Music at the Denver Convention

MUSIC for Every Parent and Every Parent for Music" will be universal when music is a part of the program of all parent-teacher association meetings, state, national, and local. At the recent national convention in Denver, music received its share of time and interest. To Mr. John Kendel, Director of Music in the Denver Schools, to the leaders of community singing, and their accompanists, and to the girls and boys of Denver, we gratefully express our appreciation for their splendid contributions at all sessions.

The short periods of community singing were enjoyed, and from the lusty response it was evident that all present were eligible to join any mothersingers' or fathersingers' chorus.

More short, snappy singing interspersed between addresses would be stimulating

and restful, and it would keep the audience alert and receptive.

The first National Mothersingers' Chorus, composed of representatives from many states, rehearsed for one hour each afternoon at the close of the general session. These individual choruses are doing wonderful work in their own communities. They united at Denver and merged their identity in a great national movement. The enjoyment and fellowship gained through this happy association of singers and directors can hardly be expressed. The happy, shining faces of the chorus members and the beautiful singing at their Friday evening concert conveyed their message far better than words. Let us keep our ideals, our loyalty to music and to united singing throughout 1930 and 1931.

HELEN MCBRIDE

Shadow Pictures of the Convention

WEIGHING the fragrance of a lilac is no more difficult than measuring the effect of a convention. What lasting influence the meeting of the National Congress of Parents and Teachers at Denver will have on Colorado Congress work, time only can say.

On all sides, however, we have heard expressions of what the convention is doing for various workers. The parent who has casually dropped in for morning classes, the local president hunting program material, the state officer seeking vision, the educator, the publicity worker, even the onlooking business man has something to say.

"I am so grateful," said a young mother who had been sitting in for several sessions. "I need help with my growing boys. They are husky and developing so fast that I can hardly keep up with them. Since attending Mrs. Wood's classes on social hygiene I

feel I have courage to answer truthfully their questions about life and how they came into this world—even though some of my elderly neighbors will condemn me for doing so. I wish I had known these things when my boys were a little younger for I realize now that there is no time so important as the pre-school period for starting right attitudes. If the leaders will teach such truths in the study circles I am sure that several of my friends will be anxious to join a group. When mothers can get specific help in starting good habits in the youngsters while they are tiny I believe the study circles will grow and become as important as the regular parent-teacher associations themselves."

* * *

A local president was looking wearily out of a street-car window at the close of a full day. But when I drew her into conversation

about the convention her eyes flashed enthusiasms. "I've learned so much to help me next year. After getting this personal contact with the minds that are directing our Congress work, we Denver presidents ought to have pertinent programs for our associations. This New World Challenge that they are stressing draws me up to my tiptoes. We want to meet it. We want to adopt an intelligent attitude toward our youth. We want really to understand what our educators are trying to do for our children, and we want to help them by carrying out their ideals in our home teaching. Besides providing vital programs for my association I am going to foster study circles in our group. As never before I see that young men and women need knowledge, even before they become parents. They need mental hygiene, psychology, social hygiene, dietetics and kindred subjects. That dream of preparing for parenthood will surely be realized in a few years. Parents seeing their own mistakes will demand that colleges provide scientific training for parenthood for their children. Today too many parents are trying to do corrective work when they should have known how to lay foundations intelligently and to save the child—and the mother too—these agonies of tearing up and making over. I'm going to make a special effort to interest the kindergarten mother in our parent-teacher work."

* * *

A state chairman was underlining interesting spots in her convention program. "Wasn't that an impressive thing? Opening the convention with the flags of every state in the background. Somehow I felt a little closer to the parent-teacher members down in Georgia and up in Maine and out in California. All trying to catch the spirit of this New World Challenge and all trying to meet it. The National Congress, as I see it now, is a great reservoir which can be tapped by state workers. No matter what one's committee may be, help can be obtained in the way of pamphlets, books, advice, and magazine reading. To meet those people whose names have been attached to helpful articles in CHILD WEL-

FARE; to see the kindly affection that exists between the members of the board; and to feel the eagerness for help which permeates the convention—all these help me to consecrate my energies to parent-teacher work."

* * *

A publicity worker stood examining the scrapbooks made by local press chairmen from Oregon to Florida. "Aren't they marvelous?" she glowed. "They are examples of what the poet said about making two blades of grass grow where one grew before. The first publicity scrapbooks expressed only utility, but these are works of art as well. New parent-teacher members cannot help gaining an added respect for an organization that has its history so beautifully preserved. I have gained a dozen new ideas for my scrapbook for next year. I can hardly wait for the work to begin."

* * *

A principal of a Denver school sat beside me at the Education Luncheon. "Such worthwhile speakers at the convention this year, Morgan, Myers, Condon, Cooper and the rest. The fact that the educators and the parents are standing on the same platform is making us more like one big family—less condescension on the part of the teachers, less patronage on the part of the parents. Real friendship here. Great things will be accomplished."

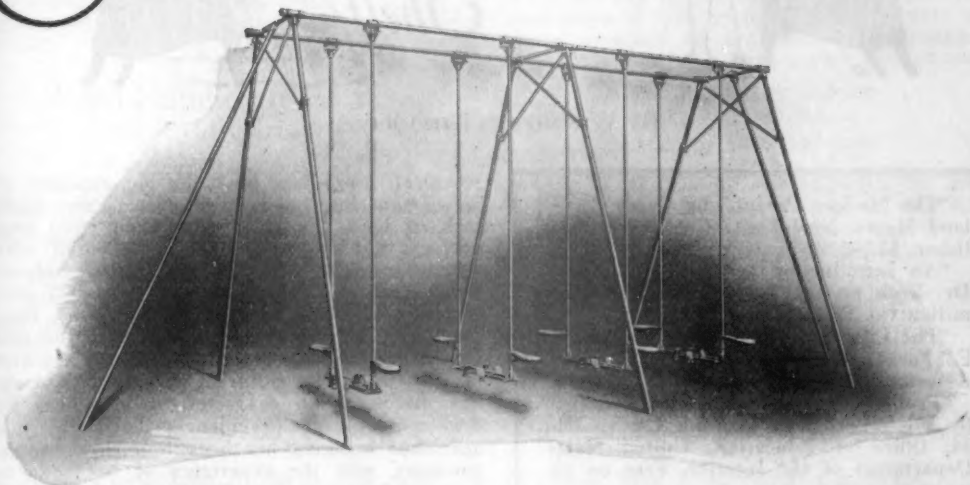
ANNA WOODBURY HAFEN



July-August, 1930



Upward Flight... Thrilling Swoop



The Playground Finds its Wings

Not solitary exercise or fun alone to dim the delights of the occasion, for the **Twin-Swing** holds two. Nothing can be more desirable than companionship in play, the privilege of sharing one's joys with another. There is the thrill of racing as one swing-load being more rapidly propelled, gains on its rivals; the children imagine the college boat race, speeding air-

planes or high-powered racing cars. The **Twin-Swing** affords wonderful opportunity for development of both mind and body.

The **Twin-Swing** will add new life to your playground. Send for the colorful new catalog which illustrates and completely describes this modern product of playground research, along with many other superior pieces of play apparatus.



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Makers of Playground Apparatus, Gymnasium Equipment, Steel Lockers, Steel Shelving, Steel Cabinets, and Junior Line for the Home Playground.

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July-August, 1930

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BY WINNIFRED KING RUGG

"The Modern Parent," by Garry Cleveland Myers. New York: Greenberg, Publisher. \$3.50.

"An Introduction to Child Study," by Dr. Ruth Strang. New York: The Macmillan Co. \$2.75.

"The Library in the School," by Lucile F. Fargo. Chicago: American Library Association. \$3.00.

"Problems of Adolescence for Parents," by Ellen Lombard. Reading Course No. 34, Office of Education, United States Department of the Interior. Free on request.

INFORMAL and salutary talks to parents by Dr. Garry Cleveland Myers, in the style of the articles which have been followed with so much pleasure by readers of *CHILD WELFARE*, make up a volume called *The Modern Parent*. It is a book intended to help parents to study their relations to their children and it invites them to stop analyzing their children and look at themselves. Parents who are discourteous to their children, who scold, are inconsistent, or childish, who play on their children's heart-strings, or punish injudiciously—parents who seem on the face of things to have a pretty bad record—are here with their iniquities upon their heads. They do not appear quite so bad, however, when Dr. Myers genially classes himself with them and tells how he has struggled with some of the same difficulties within himself. *CHILD WELFARE* readers know Dr. Myers's viewpoint, and his informal but dramatic way of presenting his material, too well to require any comment. They may be sure that in *The Modern Parent* they will get practical advice on what to do, and what not to do, in actual, daily situations. Dr. Myers's vision is broad enough to see a subject like discipline, for example, in its causes and consequences; microscopic enough to see what should be done when Alex "talks back" on a specific occasion.

In *An Introduction to Child Study* Dr. Ruth Strang has met the need for a simple, non-

technical, up-to-date book for the guidance of all persons interested in children. There is no lack of books on child study and child psychology, but too few that can be used with success by those who are not trained students. Dr. Strang has followed a chronological plan and examines childhood period by period, from the pre-natal to the high school stage, because that is the way in which parents and teachers have to deal with children. In each period she has discussed the characteristic behavior, the development, and prevalent problems of that age, thus bringing her book into close correspondence with the experience of her readers. It is interesting to note Dr. Strang's belief that the adolescent period has been somewhat underestimated in the current emphasis upon the importance of the child's early years. Each chapter closes with a list of questions or topics for discussion, and an extensive reading list.

There are charts for records of what the child can do at various ages, in both his physical and his mental growth, and some interesting tests which the mother can apply to herself. It is preeminently a book designed for definite study on the part of those who are intelligent but not technically trained.

Lucile F. Fargo, author of *The Library in the School*, is known to *CHILD WELFARE* readers by her contributions to this magazine. She was for several years librarian in the North Central High School of Spokane, Washington, and since then has been a member of the headquarters' staff of the American Library Association. Miss Fargo's book is primarily a textbook for library training school classes, but it will also be of service to boards of education and to parent-teacher associations which are endeavoring to arouse interest in the establishment of libraries in their schools. Miss Fargo emphasizes the value of the library as an educational tool, a value that is much enhanced when the library is within the school walls, ready for day-by-day service. The objectives of the school library are to enrich the curriculum by providing supplementary reading; to correlate the material with the school program; to teach children how to use libraries; to help in fostering

social training; to encourage the habit of informational reading, and develop the library habit. Miss Fargo has the ability to make her material highly concrete and to present it with animation.

Ellen Lombard, who is chairman of the Committee on Home Education of the National Congress of Parents and Teachers, has prepared a pamphlet, *Problems of Adolescence for Parents*, which gives questions and suggestions based on a few books recommended by experts in social hygiene and education. It is designed to aid parents in meeting behavior problems of adolescence, and to guide them in imparting to their children information regarding the origin of life.

Wood Handicraft for Boys and Girls

(Continued from page 579)

a number of other cities, including Mobile, Alabama, Louisville, Kentucky, and Spokane, Washington, are staging contests at this time. In Florida also a statewide contest is now in progress.

The latest group of teachers to join the ranks of the "You Can Make It" enthusiasts is made up of the vocational agriculture instructors in the various states of the Union. This group is interested in using the Committee's bulletin in farm shop courses.

Parents of children whose attention has not been called to this bulletin, or who have not heard of the contests started in other localities, can do their children a good turn by sending ten cents to the Superintendent of Documents, Government Printing Office, Washington, D. C., for a copy of the bulletin, "You Can Make It." In quantity lots this bulletin may be purchased for \$4.00 a hundred.



How Often Should You Wash Their Hair for Health?

"Children who run about should be shampooed once a week or oftener in the summer."
—*Parents' Mag.*, Jan., 1930, p. 21.

Derbac

Unique Health Shampoo
The only shampoo especially for children

Write for a free copy of our amusing book for children
Cereal Soaps Co., Inc., Dept. W-17, 334 E. 27th St., N. Y.

Board of Managers Meeting

Denver, May 24, 1930

IN spite of convention fatigue the members of the National Board of Managers carried on faithfully until its post-convention business was finished in creditable fashion.

According to changes in the by-laws which were adopted by the convention, the Executive Committee is now made up of the officers and three members of the Board of Managers, elected by the Board. The members elected were:

Dr. Randall J. Condon
Mr. Newell W. Edson
Mr. Joy Elmer Morgan

Mrs. H. N. Rowell, of California, for many years the treasurer of the Congress, and later, chairman of the Budget Committee-at-large, was elected an honorary vice-president.

Several new chairmen of committees, and committees-at-large, were appointed:

Committees:

Juvenile Protection: Mrs. A. A. Mendenhall, Minnesota.
Motion Pictures: Mrs. E. Hugh Morris, Kentucky.
Safety: Mrs. J. B. Potter, California.
School Education: Dr. Randall J. Condon, Maine.
Physical Education: Mr. Carl L. Schrader, Massachusetts.
Student Loans and Scholarships: Mrs. F. H. Devere, Rhode Island.
Home Economics: Dr. Margaret Justin, Kansas.

Committees-at-large:

Congress Publications (formerly called a Bureau): Mr. Joy Elmer Morgan, District of Columbia.
Budget: Mrs. S. M. N. Marrs, Texas.
Parent Education (formerly called a Bureau): Dr. Ada Hart Arlitt, Ohio.
Program Service (formerly called a Bureau): Mrs. Victor Malstrom, Washington.
Rural Life (formerly called a Bureau): Mrs. A. H. Reeve, Pennsylvania.

The committees on Children's Reading and Standards in Literature have been combined under the name of Reading, with Mrs. Curtis Bynum as chairman, and Miss Sarah B. Askew, associate chairman.

A new committee on Illiteracy was formed, and placed in the Department of Education. Mr. C. M. Hirst, of Arkansas, was elected chairman.

The Board elected Mrs. A. F. Fanger, of Florida, to serve as Congress Historian.

Mr. William Elwood Baker, Superintendent of Schools at Fort Morgan, Colorado, was chosen General Secretary of the National Congress. Mr. Baker will assume his duties at the National office on July first.

Miss Mary E. Murphy, chairman of the Committee on Child Hygiene, and Mr. Newell W. Edson, chairman of the Committee on Social Hygiene, were appointed delegates to the Health Education Conference of the American Child Health Association, held at Sayville, Long Island, June 16-21.

Miss Mary E. Murphy was elected a delegate to the Pan-Pacific Conference in Hawaii this summer.

Mrs. B. F. Langworthy, first vice-president, was asked to represent the Congress at a meeting of the National Council of Federated Church Women, held in Chicago, June 16-18.

It was voted to discontinue the use of the term "Cooperating Agencies," and to prepare a list of approved, non-commercial organizations which will give service to Congress members either through literature, posters, or speakers.

Six states competed for the honor of entertaining the next National Convention. The first ballot gave this honor to Arkansas—Hot Springs is the place, and May, 1931, the time. A quiet hotel in a beautiful health resort, and all meetings under one roof were the controlling inducements.

Much the same conditions are offered at the Ocean House, Swampscott, Massachusetts, where, it was decided, the Board will hold its fall meeting the last of September. "Far from the madding crowd," cooled by ocean breezes, on the margin of the famous North Shore Drive, Swampscott offers unusual opportunities for concentration, continuity, and contentment, the permanent platform upon which the success of a Board meeting rests.



Dr. Valeria H. Parker

DR. VALERIA H. PARKER, chairman of the Committee on Parent Training in Churches of the National Congress of Parents and Teachers, had the distinction of being the only American woman to speak at the quinquennial of the International Council of Women, in Vienna, May 26-June 7. Dr. Parker addressed a public mass meeting on "Women as Promoters of International Understanding." Other speakers on that occasion were Dr. Gertrud Baumer, member of the German Reichstag; Princess Alexandrine Cantacuzene, Rumanian delegate to the League of Nations; and Cornelia Sorabjione, a woman lawyer of India.

Out Among the Branches

EDITED BY BLANCHE ARTER BUHLIG, 372 Normal Parkway, Chicago, Ill.

How did your Congress unit accomplish its best piece of work in 1929-30?

WHAT DID YOU DO TO

Make new teachers feel at home?
Obtain the interest of new members?
Stimulate attendance at meetings?
Induce members to take part in the meetings?
Solve summer play problems?
Guide Hallowe'en celebrations?
Observe Teachers' Day in November?
Observe Book-week?

HOW DID YOU DO IT?

Please send answers to the department editor by September 1st.
Every local, council, and district publicity chairman should resolve to help "make" the OUT
AMONG THE BRANCHES department in 1930-31.

A Parent-Teacher Study Program

For Teachers, Parent-Teacher Officers, Committees and Members

PREPARED BY EDGAR G. WELLER

Chairman of Committee on Courses, National Congress of Parents and Teachers

Based Upon PARENTS and TEACHERS

Edited by Martha Sprague Mason

PART II

PART II of the text may be studied not only by students in teacher-training schools, but by all who wish to know how parent-teacher associations may be successfully carried on.

Questions on Chapter VI—"The National Congress of Parents and Teachers." This chapter deals with the objects, evolution, plan of organization, and educational significance of the National Congress.

1. Learn the objects of the National Congress of Parents and Teachers. Page 113.

2. The purpose of the National Congress is educational, but it does not seek to direct the activities or policies of the school. Explain this statement in terms of its special function. Page 114. See also page 125.

3. Tell of the organization of the Congress of Mothers in 1897, paying tribute to Mrs. Birney and Mrs. Hearst. How have fathers and teachers become interested? What three names has the Congress had? Pages 114-118.

4. Beginning with "annual convention," outline the scheme of organization. Pages 118-119.

5. Define the terms—*annual convention, board of managers, executive committee*. Pages 119-121.

6. Discuss the organization and function of the state branch and its two subdivisions. Pages 121-124.

7. What is the importance of the county council? What constitutes the membership of the local unit? Pages 124-125.

8. The home and the school are interdependent. Suggest four fields of education in which they should cooperate. Pages 126-130.

9. How does the parent-teacher association help make the "community" a favorable factor in the child's education? Pages 131-132.

10. Mention some things which the parent-teacher association "is not." Explain the expression: "*Rather, it is a great school for parents and teachers.*" Pages 133-134.

11. The educational significance of the parent-teacher movement lies in its power to make the home, school, and community minister to the child's physical, intellectual, social, and moral development. Amplify.

Project on Chapter VI—Become familiar with the "Seven Objectives of Education," which form the permanent platform of the National Congress.

Questions on Chapter VII—"The State Congress of Parents and Teachers." Chapter VII treats of the purpose, organization, and membership of the state branch, or state congress.

1. What is the special purpose of the state branch? What are its powers? Page 142. How does it make contact with the local units? Pages 135-136.

2. Which states have been organized into state branches? When and by whom are such organizations effected? Pages 137-138. How are they financed? Page 147.

3. What constitutes the membership of the state branch? Explain, "*State and local membership carries with it national membership.*" Page 138.

4. Describe the organization of the state branch. Discuss the personnel, meetings, and powers of the state board of managers and of the executive committee. Pages 138-140.

5. Explain district organization and its purpose. Define city council and its functions. Pages 141-142. Review pages 123-124.

6. Suggest advantages of a state office, of a state bulletin, of a field secretary. Pages 143-145.

7. Discuss the functions and procedures of state conventions. Pages 145-146.

8. Give a brief summary of the state branch, including an explanation of co-operating agencies. Pages 147-148.

Project on Chapter VII—Based upon chapters 6 and 7 and the *National Handbook* (1929 edition), make a comparison of the national and state organizations with respect to plan of organization, membership, conventions, etc.

Questions on Chapter VIII—"Types of Local Associations." This chapter explains the functions of the recognized types of Congress associations.

1. Discuss parenthood as a profession. What matters are studied by mothers in the pre-school association? Characterize the meetings of the pre-school group. Pages 150-152.

2. Distinguish between pre-school association and pre-school circle. (Study circles are now generally called study groups.) Pages 152-153. See also pages 160-161.

3. In what ways was the old practice of "boarding round" of benefit to the teacher? Who is eligible to membership in the elementary school parent-teacher association? Suggest appropriate topics for its consideration and consider the respective merits of afternoon and evening meetings. Pages 153-155.

4. What problems are discussed in the high-school association? Explain the four-section plan for large city types. Pages 156-158.

5. What is the special function of the mothers' club? of the fathers' club? Pages 158-160. For a discussion of program, see pages 202-206. (Most mothers' clubs are now sections of the regular parent-teacher associations.)

6. Discuss parent-teacher associations in
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churches and their relation to the various organizations of the church. Page 161.

7. What is the college association expected to do? Characterize its membership and meetings. Page 162. Also pages 208-209.

Project on Chapter VIII—Study from the *National Handbook* the objects, organization, program, activities, and educational significance of the type of association that most interests you.

Questions on Chapter IX—"The Local Parent-Teacher Association." This chapter describes the typical Congress association.

1. The welfare of the child is the keynote of all parent-teacher interest. Does this justify the parent-teacher association? What are the functions of a local Congress unit? How do the national and state organizations aid the Congress locals? Pages 163-165.

2. In what respects is the local both a receiving and a distributing station? Pages 165-166.

3. The objects of the local are those of the national modified to meet local needs. Review these objects. Pages 166-167 and 113.

4. The parent-teacher association is a volunteer organization, democratic in spirit, nonpolitical, noncommercial, and nonsectarian. Explain each expression. Pages 167-169.

5. Mention ways in which parents can help the schools and ways in which teachers can help the parents. Pages 170-171.

6. Suggest first steps in forming a local association. Of what importance is good leadership? Pages 172-175.

7. What standing committees are essential to the successful operation of the local unit? (For detailed information on standing committees, see *Handbook*, pages 12-19.) Who make up the executive committee and what is its work? Pages 175-176.

8. Discuss the nature and importance of good programs and comment on "speakers" and on the "social hour." Pages 176-181.

9. It is the privilege of locals to co-

operate with the schools but not to operate them. Explain. Pages 181-182.

10. What is the need of local dues and how are dues apportioned? Enumerate the obligations of the individual member of a local. Pages 182-185.

11. Explain the term "equipment stage" and discuss future interests. List elements of success of local associations. Pages 185-187.

Project on Chapter IX—Make a study of suggested by-laws for a local. Pages 80-82 of *National Handbook*.

Questions on Chapter X—"Program Making." Chapter X gives type programs and program tests.

1. Program making with its resultant activities constitutes the most important consideration of parent-teacher members. Why?

2. What is the test of excellence of a good parent-teacher program? Consider the importance of the program committee. Pages 188-189.

3. What are the needs of the pre-school group? What constitutes its program? Pages 189-192. Review pages 150-153.

4. The program of the elementary association should acquaint parents with various phases of school procedure. How? Suggest subjects for discussion. Pages 193-196. Review pages 153-155.

5. The high school presents new problems. Mention some of them. How can a suitable program aid in their solution? Pages 197-201. Review pages 156-158.

6. A study of the needs of the community is the prerequisite of a worthwhile program. Explain. Pages 201-202.

7. Name suitable topics for a fathers' club program. Pages 205-206.

8. What is the special value of the church type of association? What makes up its program? Pages 206-208.

9. The special problems of college life form the basis of a college association program. Discuss these problems and justify the existence of such an association. Pages 208-209.

10. Study general suggestions for program making on pages 210-212.

11. The time allotments of page 213 are tentative. Criticise them. Learn at least five tests of a good program. Page 214.

Project on Chapter X—Make a reference list of helpful articles on various phases of program-making that have appeared in *CHILD WELFARE* during the past year.

Questions on Chapter XI—"Activities of a Parent-Teacher Association." Acceptable activities are suggested in this chapter.

1. Define parent-teacher activities. Worthwhile activities grow out of well-planned programs. Illustrate. Page 215. See also pages 179-180.

2. Read pages 216 and 217 on guiding principles. Eight are discussed in the text. Become familiar with them. Pages 217-224.

3. There are many helps for "general" and "special" activities committees. What are they? Pages 222-224, items a, b, c, d, and e.

4. Suggest the scope of parent-teacher activities. With what do the several types of local activities deal? Pages 224-225.

5. Make a list of ten approved activities and study those which you consider most valuable to the average elementary group. Pages 225-236.

6. Offer arguments in favor of local headquarters. Sum up activities of the local unit and mention by-products. Pages 236-237.

Project on Chapter XI—Become familiar with the Summer Round-Up and the special projects of the Congress. *National Handbook*, pages 65-66. "Sell" the Summer Round-Up idea to your council and to your local.

Questions on Chapter XII—"Parent-Teacher Leadership." In this chapter the urgent need of leadership and its development are considered.

1. Why is the need of parent-teacher leadership so urgent? For whose special benefit is this chapter designed? Pages 238-239.

2. How are leaders developed from lay workers? Pages 239-240.

3. How are leaders being trained? What subjects are considered in parent-teacher leadership courses and classes? Pages 241-242.

4. Write down seven qualities of leadership enumerated in this chapter. Discuss at length numbers 1, 3, 4, and 7. Pages 242-248.

5. Leadership should be conserved. Why and how? Pages 248-249.

Project on Chapter XII—Study characteristics of a "good leader" on page 50 of the *Handbook*. Consult the *Handbook*, pages 51-52 on "standard" and "superior" associations and help to make your local eligible.

Questions on Chapter XIII—"The Parent-Teacher Association in Rural Schools." Chapter XIII discusses the special problems of rural associations.

1. What are some special factors that influence the work of the rural parent-teacher association? Suggest characteristics of rural life. Emphasize the need of rural associations. Pages 250-253.

2. "*A well-trained teacher is even more important in rural communities than in the large towns and cities.*" If true, why? Pages 253-254.

3. Outline preliminary steps in rural organization. Discuss "follow up" work. Pages 254-256.

4. Suggest organization and program modifications necessary to meet needs of the rural community. Success is dependent upon meeting local needs. Why? Pages 257-259.

5. List opportunities for service and give examples of accomplishments of rural associations. Pages 259-264.

6. Mention four practical results of associations in rural communities. Pages 264-267.

Project on Chapter XIII—Master the essentials of parliamentary procedure in the *Handbook*, pages 90-99.

In Chapter XIV Dr. O'Shea gives a summary of the reactions of educators to the parent-teacher associations of our country.

1. How was the data secured? Pages 268-269.

2. What five groups of educators were questioned? Pages 270-278.

3. What is the conclusion of the matter? Pages 278-279.

Analyze the comments of the group of educators that most appeal to you.

Questions on Chapter XV—"A short History of the National Congress of Parents and Teachers." Read page 280 before studying this chapter.

1. What was the contribution of Mrs. Birney and of Mrs. Hearst to the National Congress of Mothers? Give a brief account of its organization in February, 1897. Pages 281-282.

2. State the original objects of the Congress of Mothers. Page 282.

3. What particular work was undertaken by the convention of 1898? Of 1899? Of 1901? Of 1906? Of 1908? Pages 283-285.

4. Explain the policy of cooperation with other organizations. State advantages of such cooperation. Pages 285-286.

5. Tell of the international meetings of 1908, 1911, 1914, and 1927. Pages 287-288, and page 293.

6. Suggest developments of the period from 1920 to 1923. Pages 288-290. Suggest developments of the period from 1923 to 1928. Pages 290-292.

7. Give evidence of recognition of the National Congress on the part of educators. Pages 292-294. See page 172.

Project on Chapter XV—Secure from the national office and read the latest revision of "National By-laws," and the leaflets on "Founders' Day" and "History, Organization, etc., of National Congress."

The *Handbook* and other Congress publications should be consulted in pursuing this "parent-teacher study program." More detailed information may be found in them. Page references are to 1929 edition of the *Handbook*. Congress publications may be secured from the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.

"Vanilla!" "Chocolate!" "Strawberry!"

what
wonderful

Ice Cream

a nickel buys!

THERE ARE few desserts as nourishing
and as easily digested as ice cream.
Think how often doctors recommend
it in the diet.



THERE'S ALWAYS a place to buy delicious, wholesome ice cream. For a nickel you get your favorite flavor in a cone or neat paper packet. Or you can buy what you want in a sanitary box to take home.

There are few desserts as nourishing as ice cream. Just think how often doctors recommend it for their patients. Such endorsement by the medical profession is proof of its ease of digestibility and wholesome purity.

For variation on hot days, give the children ice cream between meals. Or, better still, top off their lunch or supper with this cooling goodness.

In meal planning, there is a place

for sugar—whether it appears in a wholesome dessert or used to flavor essential foods. A dash of sugar to a pinch of salt is a dietetically correct way to make vegetables more appetizing. Try this in cooking peas, carrots, string beans and other vegetables. Most foods are more delicious with sugar. The Sugar Institute, 129 Front Street, New York.

❧ "A bit of sweet makes the meal complete"

Library Project Bridgeport, Connecticut

THE following letter, addressed to Mrs. Frederick M. Hosmer, former manager of the Bureau of Program Service, from the Head of the Reference Department of the Bridgeport, Connecticut, Public Library, shows how keenly alive the modern library is to its opportunities to help parents and teachers. The force for good which lies in every public library is made available for the enjoyment and profit of the people by librarians of imagination like Miss Griffiths who are seeking to radiate quiet sources of strength to all who may use them.—EDITOR.

MY DEAR MRS. HOSMER:

Our department is interested in gathering together all printed or mimeographed matter we can collect containing suggestions for programs of local chapters of parent-teacher associations.

We have written to about twenty-five units in Bridgeport, and towns nearby, offering to meet with program committees to help in building up their programs—also offering the services of the library in compiling bibliographies to help in carrying out these programs. Thus, we will open up the resources of the library, which really contain the heart and core of the best thought of today, helpful to parents and teachers.

We already have a certain amount of program material, but would like to strengthen what we have with the best it is possible to obtain.

We, therefore, would like to ask if you will kindly mail to us your printed matter containing subjects and program-building material which is issued for free distribution, also lists and prices of material on which it is necessary to place a price.

Very Truly Yours,

SARAH H. GRIFFITHS

*Head of Reference Department,
Bridgeport, Connecticut, Library*

AT the Fifth Annual meeting of the American Association for Adult Education, held in Chicago in May, the presiding officer for the section on parental education was Mrs. B. F. Langworthy, the newly elected first vice-president of the National Congress of Parents and Teachers.

Demonstration Nursery School

WITTENBERG COLLEGE, Springfield, Ohio, is conducting a demonstration nursery school, June 16-July 19, in cooperation with the local parent-teacher associations. The program includes weekly meetings for parents with the discussion of reading assignments. Parents are also able to visit the school sessions and make appointments for interviews concerning particular problems. The teachers are Dr. Amalie K. Nelson, of the Department of Parental Education in Ohio State University, and Elizabeth Haswell, who has conducted the Happy Hours Nursery School at Dayton, Ohio. Mothers whose children are enrolled in the demonstration nursery school have the privilege of attending Dr. Nelson's series of ten lectures on child training given during the summer session of Wittenberg College, which is under the direction of Dr. H. J. Arnold.



*Daughter of W. H. Blough, Associate
Director of the Demonstration Nursery
School of Wittenberg College, Spring-
field, Ohio*

FOUNDED IN 1728 BY



BENJAMIN FRANKLIN

FRANKLIN PRINTING CO.
514-520 LUDLOW STREET
PHILADELPHIA

July-August, 1930

Study Group Announcement

BY GRACE E. CRUM

Associate Chairman, Parent Education, Committee-at-Large

"Character Training," a program for the home, by Charles E. Germane and Edith Germane, is the text selected by the Parent Education Committee (NCPT) as a basis for study group work during the coming years, 1930-1931. The publishers, Silver, Burdett and Company, anticipating the great demand for this book among parents, priced it at \$1.40, which was especially low. In order to express their cooperation, now that the book has been officially recommended for study groups of the National Congress of Parents and Teachers, they have further reduced the price to \$1.25, postage prepaid.

Grace E. Crum will furnish CHILD WELFARE with supplementary programs to accompany this text. Programs will begin in September and run throughout the school year.

The information contained in "Character Training" was derived from a series of experiments and projects carried out by the authors in Missouri, where parents and teachers worked together for three years. Suggestions are given for the organization of a study group program which the authors fully describe and elaborate

in the text. These suggestions may be adapted by any study group for the planning of a program.

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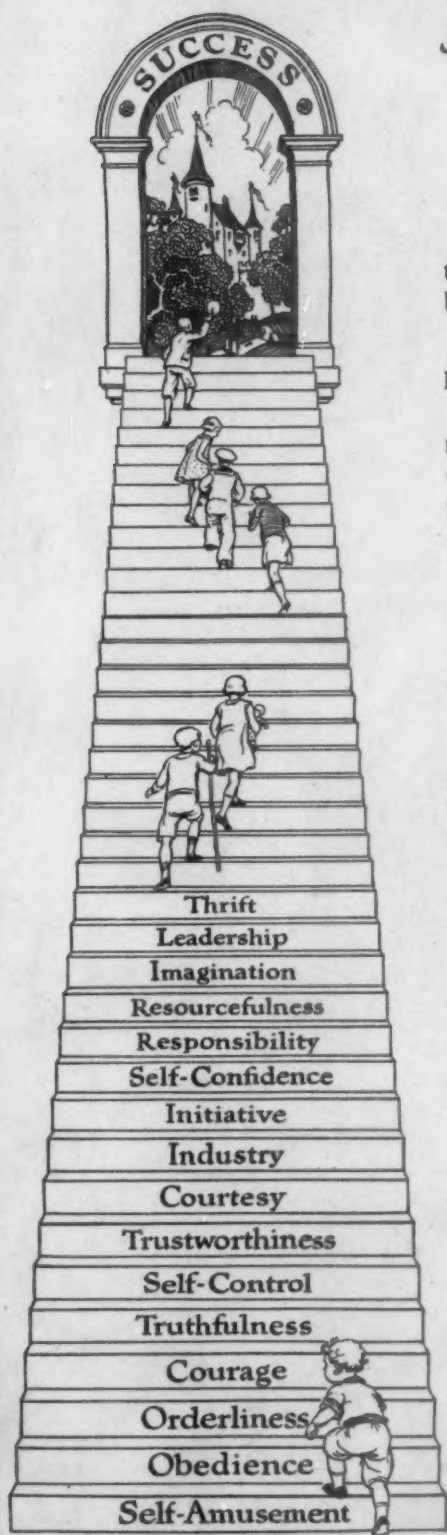
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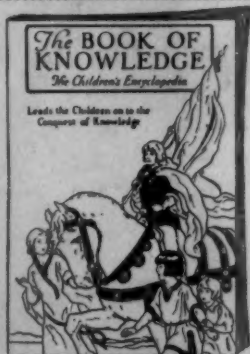
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